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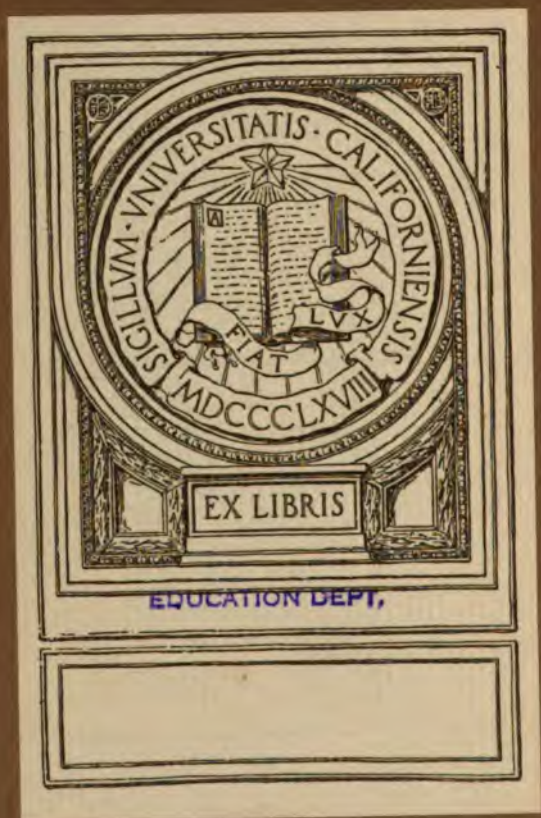
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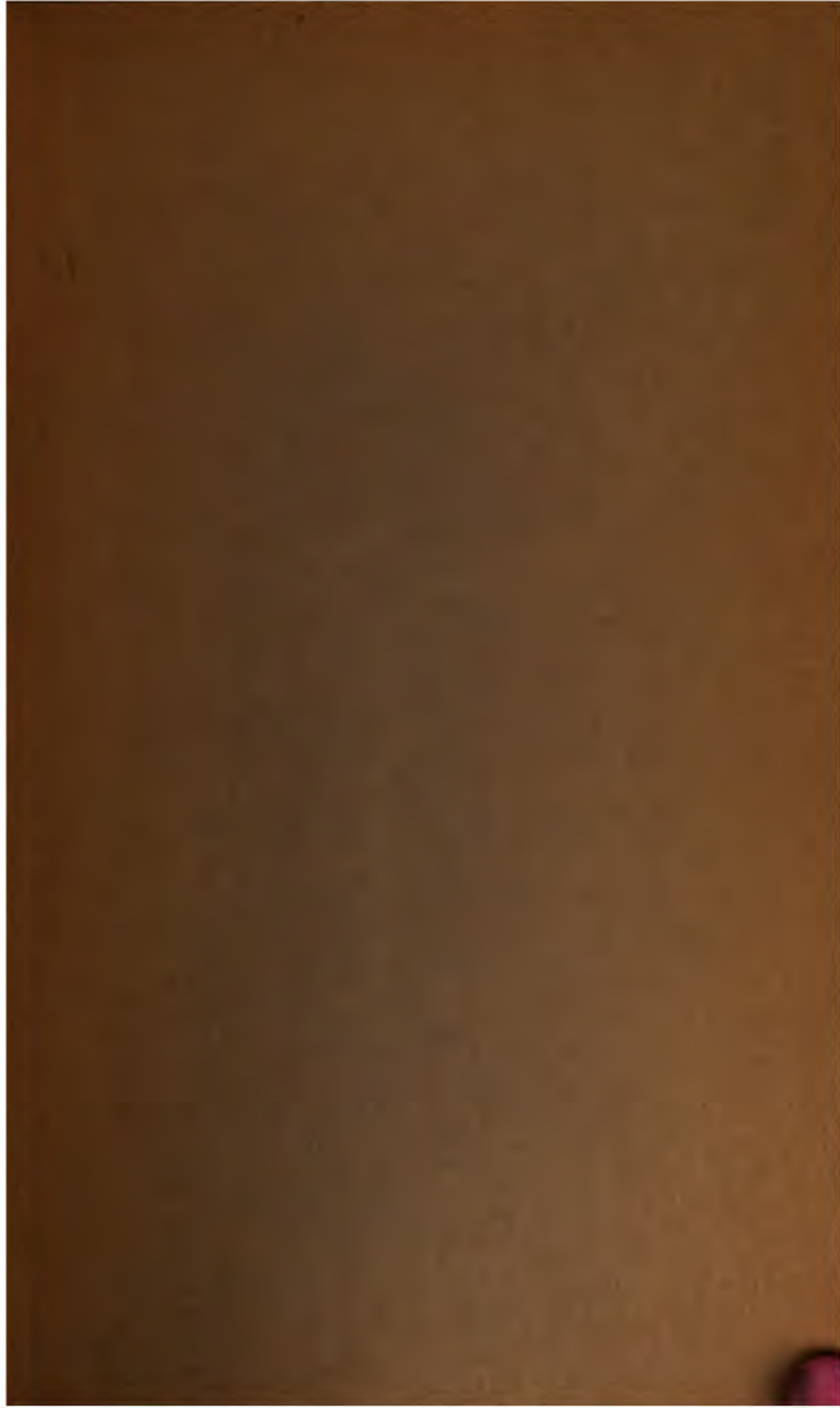
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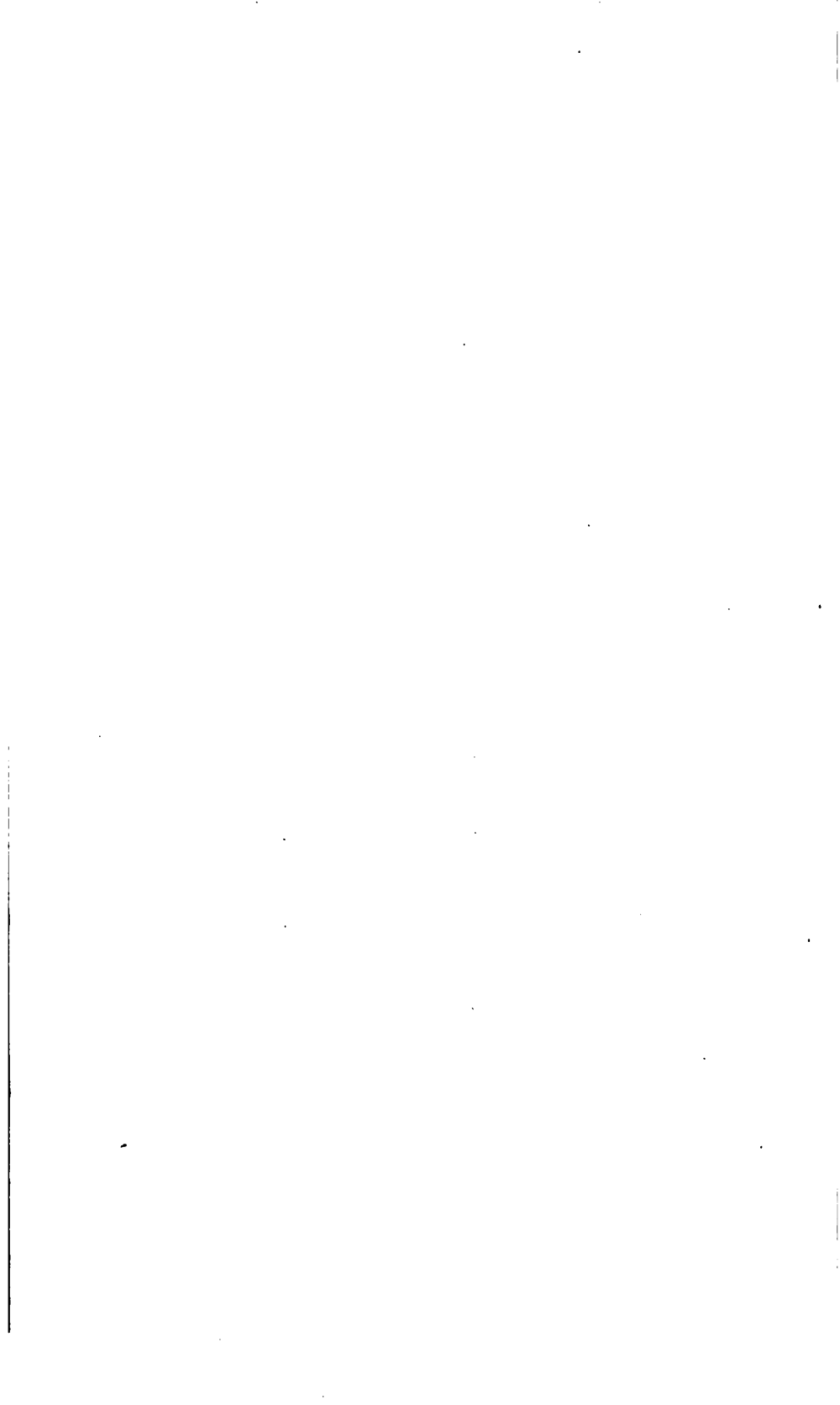
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DEPARTMENT OF THE INTERIOR
U.S. BUREAU OF EDUCATION

BULLETIN, 1918, No. 4

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

1918-21

FEBRUARY, 1918



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1918

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

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CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—Scientific research—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Play and playgrounds—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education; Home economics—Professional education—Reeducation of war invalids—Education of women—Exceptional children—Education extension—Libraries and reading—New periodicals.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1. National education association. Proceedings, 1917. Journal of the National education association, 2 : 1-312, September-December 1917.

General Sessions.

Contains: 1. R. J. Alej: Cooperation in education, p. 30-34. 2. Sara H. Fahey: How the public school can foster the American ideal of patriotism, p. 46-55. 3. J. H. Ackerman: The normal school as an agency for teaching patriotism, p. 55-60. 4. Mrs. Alexander Thompson: Preparedness—a veneer or a fundamental—which will our schools give our children? p. 66-71. 5. Anna L. Force: The public school the laboratory for citizenship, p. 71-74. 6. Julia C. Lathrop: Shall this country economize for or against its children? p. 74-78. 7. F. E. Bolton: Maintenance of standards in all schools as a necessary element of preparedness, p. 80-86. 8. A. W. Dow: Art teaching in the nation's service, p. 89-94. 9. Ella F. Young: American education and the inner life, p. 97-102. 10. Caroline Hedger: Cost of the inadequate night school, p. 102-5. 11. C. E. Rugh: Religious education as a means of national preparedness, p. 105-9. 12. W. J. Kerr: Education and the world-war, p. 109-17. 13. P. L. Campbell: The university and the nation's ideals, p. 117-20. 14. E. O. Sisson: National education and world-policy, p. 120-26.

National Council of Education.

15. R. H. Wilson: How the school may help increase food production, p. 129-31. 16. C. H. Deussen: Adaptation of courses in domestic economy and industrial arts to meet existing demands, p. 141-43. 17. S. W. Straus: Thrift, a patriotic necessity, p. 143-47. 18. A. H. Chamberlain: Agricultural preparedness and food conservation: A study in thrift, p. 150-60. 19. H. H. Seerley: The obligations and the opportunities of the schools during the war, p. 161-63. 20. Margaret S. McNaught: The elementary school during the war, p. 163-66. *Kansas City meeting*—21. W. B. Owen: A constructive policy for the National council of education, p. 170-76. 22. W. E. Wirt: The control of educational progress through school administration, p. 176-83. 23. L. D. Coffman: The control of educational progress through school supervision, p. 184-91. 24. J. L. Meriam: The control of educational progress through educational experimentation, p. 191-98. 25. W. C. Bagley: The control of educational progress through professional preparation, p. 198-206. 26. C. G. Pearce: The direction of educational progress through professional organization, p. 206-7. 27. T. D. Wood: Report of committee on health problems in education, p. 207-9. 28. A. D. Yocum: Report on common characteristics of efficient courses of study, p. 210-11; Discussion, p. 211-16.

Department of Elementary Education.

29. Lydia H. Hodge: Why a visiting teacher? p. 219-22. 30. Adelaide S. Baylor: Rural education as an element in the strength of the nation, p. 223-26. 31. L. R. Alderman: The public school and the nation in 1917, p. 226-29. 32. Mary D. Bradford: The democratic trend in school administration, p. 230-31. 33. Susan M. Dorsey: Supervision as liberating the teacher, p. 235-39. 34. Margaret S. McNaught: The enfranchised woman teacher: her opportunity, p. 240-45. 35. Horace Ellis: The democratic significance of recent educational movements in the community, p. 245-47.

Department of Secondary Education.

36. G. C. Jensen: The conservation of the student, p. 250-54. 37. Elizabeth Rowell: The girl problem in the high school, p. 254-58. 38. W. Q. Osburn: The evening high school, its needs and possibilities, p. 258-61. 39. A. C. Baker: The intermediate school or junior high school, p. 262-67. 40. C. R. Frazier: The junior college, p. 267-70. 41. Ethel P. Andrus: Education through socialization, p. 271-77. 42. E. O. Sisson: Orienting the high school, p. 278-80.

Department of Higher Education.

43. E. C. Elliott: Administrative responsibility and the current doctrines of academic freedom and academic tenure, p. 286-88. 44. C. R. Van Hise: War measures of higher educational institutions, p. 289-92. 45. J. W. Crabtree: Educational institutions, p. 292-95. 46. J. A. Whitsoe: The four-quarter plan of university operation during the war and after, p. 296-300. 47. B. R. Buckingham: Critical present-day issues in administration of state higher education, p. 301.

EDUCATIONAL HISTORY AND BIOGRAPHY.

2. Moore, Ernest Carroll. Fifty years of American education, a sketch of the progress of education in the United States from 1867 to 1917. Boston, New York [etc.] Ginn and company [1917] 96 p. 12°.

Issued to commemorate the fiftieth anniversary of the establishment of the publishing house of Ginn and company.

3. Swift, Fletcher H. Hebrew education during the pre-exilic period. Open court, 31 : 725-40, December 1917.

First of a series of articles on the history of ancient Hebrew education, which will make use of the most recent results of critical scholarship bearing upon this field.

CURRENT EDUCATIONAL CONDITIONS.*United States.*

4. Avent, Joseph R. The present educational situation in Virginia. Virginia journal of education, 11 : 217-20, January 1918.

An address delivered at the State educational conference, Roanoke, Va.

A comparison of the educational situation in urban and rural communities of Virginia. A plea for equal opportunity for all the children.

5. Baker, Thomas S. Education and the war. Kansas teacher, 6 : 7-9, January 1918.

Some of the tasks that fall upon the schools in preparing the child of today for the citizen of tomorrow.

6. **Brittain, Horace L.** Report of the schools of Akron, made for the educational committee of the Akron chamber of commerce . . . July 1917. [Akron, Ohio, 1917] 234 p. illus. plates (2 fold.) tables, diagrams. 12°.
7. **Corson, O. T.** Teach the truth about Germany. Ohio educational monthly, 67 : 32-35, January 1918.
Says that pupils in the public schools should be taught the truth about the beginning of the war, the invasion of Belgium, the German spy system, etc.
8. **Davis, W. A.** The teacher's opportunity for service. Texas school journal, 35 : 21-22, 24, January 1918.
A paper read before the Brady, Texas, institute by the secretary of the Texas state board of health. Emphasizes the teacher's opportunity of safeguarding the health and morals of the children of today who are to be the men of tomorrow. Says that this is the golden opportunity for the teaching profession to render a service to mankind.
9. **Dewey, John.** Public education on trial. New republic, 13 : 245-47, December 29, 1917.
Discusses the New York school situation, by reviewing the matter as "a culmination of the established and traditional relationship of official superiors and inferiors in the school system, and as evidence of a sharp clash between two opposed social and educational philosophies."
10. **Dunney, Joseph A.** Democracy, idealism, and education. Catholic educational review, 15 : 12-29, January 1918.
Paper read at the 31st annual convention of the Association of colleges and preparatory schools of the middle states and Maryland, November 30, 1917.
11. **Hopper, Arthur F.** America's patriotic juniors. Industrial-arts magazine, 7 : 1-3, January 1918. illus.
What the schools of Plainfield, N. J., are doing to aid Uncle Sam.
12. **Lugg, C. H.** [The schools and the war.] Associate teacher, 18 : 6-8, January 1918.
An abstract of the state superintendent's annual address before the South Dakota educational association.
Says our second line of defense is our American school, which is being weakened by the annulment of child labor laws and by the resignation of qualified teachers from the schools. Urges teachers to show their patriotism by staying with the schools.
13. **McCain, H. P.** "Slouchiness." West Virginia school journal and educator, 46 : 266-70, January 1918.
A circular letter sent out by the Adjutant General of the War Department, criticising the American schools and colleges is followed by a number of thoughtful and interesting comments by some of the leading educators of West Virginia.
14. **O'Shea, M. V.** Comments on the war and schools. Wisconsin journal of education, 49 : 273-76, December 1917.
15. **Wagner, Jonathan H.** Schools to win the war. New Mexico journal of education, 14 : 4-6, December 1917.
Address at the New Mexico educational association convention.
16. **West, Andrew F.** Our educational birthright. Princeton alumni weekly, 18 : 296-98, January 9, 1918.
Also in School and society, 7 : 61-66, January 19, 1918.
An address at the meeting of the Pennsylvania state educational association, held at Johnstown, Pa., December 29, 1917.
17. **Wilson, B. H.** Educational efficiency. Oklahoma home and school herald, 26 : 7-8, January 1918.
Address delivered before Oklahoma education association, Oklahoma City, November 29, 1917, by the state superintendent of education.

Foreign Countries.

18. **Alexander, Thomas.** The Prussian elementary schools. New York, The Macmillan company, 1918. 571 p. 8°.

A study of the Prussian elementary schools made during the year and a half preceding the outbreak of the great war. The writer believes that the study shows that the whole scheme of Prussian elementary education is shaped with the express purpose of making 95 out of every 100 citizens subservient to the ruling house and to the state.
19. **Crewe, Marquis of.** The education bill. Contemporary review, 112 : 601-9, December 1917.

A discussion of Mr. Fisher's educational bill, England.
20. **Hersent, Georges.** La réforme de l'éducation nationale. Paris, Hachette et cie., 1917. 4, 103 p. 8°.

Says that in France there should be more physical culture in educational programs, and more emphasis laid on the training of will power. Much greater attention should be given to technical instruction.

Reviewed by A. Darlu in Revue politique et parlementaire, 93 : 65-70, October 1917.
21. **Lanux, Pierre de.** Young France and new America. New York, The Macmillan company, 1917. 153 p. 12°.

The reflections of a Frenchman who spent the year 1917 in America. The purpose is to define and sum up the possibilities which Franco-American relations will offer to-morrow as well on intellectual as on concrete grounds.

Reviewed by Van Wyck Brooks in the Dial, 64 : 47-50, January 17, 1918.
22. **Ponsonby, Arthur.** Reconstruction and the individual. Contemporary review, 112 : 664-73, December 1917.

Discusses among other things education and ethics. Influences at work in England.
23. **Wagner, Charles.** The war and the child. American journal of school hygiene, 1 : 177-83, December 1917.

Discours at the *Matinée nationale* November 19, 1916, at the Grand Amphithéâtre of the Sorbonne. Translated by Lawrence Augustus Averill.
24. **The war and the schools.** Schoolmaster, 92 : 571, November 24, 1917.

A significant brief article giving figures showing the effect of war conditions on school efficiency in London, England.
25. **Williams, L. A.** German ideals revealed in criticisms of American education. High school journal, 1 : 11-14, January 1918.

German ideals of education as set forth in the reports made by the German delegates to the International educational congress, held in 1893 in connection with the World's Columbian exposition. Offers an opportunity of comparison of German ideals 25 years ago with present day revelations of German thought and policy.

EDUCATIONAL THEORY AND PRACTICE.

26. **Boston.** Special class teachers. The Boston way; plans for the development of the individual child. Concord, N. H., The Rumford press [1917] 127 p. illus. 8°.
27. **Bricker, Garland A.** Education through the rural industries. Progressive teacher, 24 : 30-31, January 1918.

Also in School education, 37 : 6-8, January 1918.

Shows how the rural industries afford innumerable opportunities in the various aspects of the educative process, such as apperception, interest, observation, habit formation, etc.
28. **Davidson, Percy E.** Concerning mental discipline and educational reform. School and society, 7 : 1-8, January 5, 1918.

A discussion of the ideas of Mr. Flexner and his critics regarding formal discipline, mental discipline, general discipline, etc. The writer is in favor of the "new pedagogical science."
29. **Randolph, L. S.** Character and fitness in education. Educational review, 55 : 1-10, January 1918.

Says that pedagogical methods should be adapted to the mental peculiarities or weaknesses of the student.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

30. Chabot, Charles. L'effort et l'intérêt. *Revue pédagogique*, 71 : 445-66, November 1917.
Second article in series.
31. Ijama, E. H. Present-day psychology and something of the light it sheds upon educational procedure. *Educational exchange*, 32 : 3-4, 28, December 1917.
32. Young, J. W. A. Concerning experiments to test the transfer of training. *School science and mathematics*, 18 : 1-10, January 1918.
Written from the point of view of a worker in mathematics.

EDUCATIONAL TESTS AND MEASUREMENTS.

33. Doll, Edgar A. A brief Binet-Simon scale. *Psychological clinic*, 11 : 197-211, 254-61, December 15, 1917; January 15, 1918.
The substance of sections I and III of this paper were presented in abstract before Section L of the American association for the advancement of science under title of "A brief scale for rapid Binet-Simon examining," at New York, December 1916.
34. Hanus, Paul H. and Gaylord, Harry D. Courtis arithmetic tests applied to employees in business houses. *Educational administration and supervision*, 3 : 505-20, November 1917.
The results of a test applied to 446 employees of one of the largest trust companies and one of the largest department stores in Boston.
35. Lackey, E. B. Measuring the ability of children in geography. *Journal of geography*, 16 : 184-88, January 1918.
Range of subject-matter covered by the tests, some uses of the scale, etc.
36. Monroe, Walter S. The ability to place the decimal point in division. *Elementary school journal*, 18 : 287-93, December 1917.
Gives a series of tests. Says that lists which are not based upon analysis of the field of subject-matter can not be effective instruments for educational diagnosis; but that tests founded on the scientific analysis of abilities can furnish a valuable diagnosis which can be helpful to the teacher in formulating her plans for instruction.
37. Priestley, John. The Binet and Simon tests and the investigation of mental defects in children. *Child (London)* 8 : 132-36, December 1917.
38. Wallin, J. E. Wallace. Wide range vs. narrow range Binet-Simon testing. *Journal of delinquency*, 2 : 315-30, November 1917.
Study based on 1,181 cases, examined between September 1914 and December 1916, in the psychoeducational clinic connected with the public schools of St. Louis, Mo.

SPECIAL METHODS OF INSTRUCTION.

39. Dench, Ernest A. Motion picture education. Cincinnati, Standard publishing company [1917]. 353 p. 12°.
The value of motion pictures in teaching the various subjects of the curriculum, together with some simple directions for producing photoplays.
40. Esenwein, Joseph Berg. Children's stories and how to tell them, by J. Berg Esenwein . . . and Marietta Stockard . . . Springfield, Mass., The Home correspondence school [1917]. xiv, 352 p. 12°. (The writer's library, ed. by J. B. Esenwein.)
"Reading and reference lists" : p. (329)-342.
41. Use of the "movies" in education. National association of corporation schools bulletin, 5 : 9-17, January 1918.
"This is a special article in which an effort has been made to condense all available information regarding the utility and purposes of moving pictures in instruction along industrial educational lines and also for publicity purposes."

42. **Watkins, Ruth.** Utilizing play instincts in classes. *Indiana instructor*, 2 : 11-14, January 1918.

Games that have been found useful in making Latin interesting to high school pupils.

43. **Whitacre, H. J.** Motion pictures: their effect on school children and their value as a means of instruction. *Atlantic educational journal*, 13 : 189-99, December 1917.

44. **Wright, Ruth.** The socialized recitation. *Atlantic educational journal*, 13 : 175-81, December 1917.

A socialized recitation in geography.

SPECIAL SUBJECTS OF CURRICULUM.

45. **Abernethy, J. W.** Why not teach pronunciation? *School and society*, 7 : 43-47, January 12, 1918.

Thinks that more attention should be paid to the blunders made in pronouncing common words of daily conversation. Says that as much time should be spent on correcting errors in conversation as errors in spelling.

46. **Ballard, P. B.** How to write with the left hand. *School world*, 19 : 404-7, December 1917; 20 : 16-19, January, 1918.

Discusses the characteristics of left-handed script. Gives specimens of handwriting. To be continued.

47. **Bennett, Faye.** Translation study and immediate study of German, a comparison. *Modern language journal*, 2 : 114-31, December 1917.

An experiment to determine which of two methods of study is the more economical in acquiring the meaning of German words.

48. **Betz, William.** The teaching of mathematics in the junior high school. *Mathematics teacher*, 10 : 58-84, December 1917.

References to recent literature, p. 84.

A discussion of the Rochester plan.

49. **Brown, Robert M.** Geography in practise and in theory. *Educational review*, 55 : 30-40, January 1918.

A study based on a large number of examination questions from the cities of the United States.

50. **Browne, Henry.** Our renaissance; essays on the reform and revival of classical studies. With a preface by Frederic G. Kenyon. New York, London [etc.] Longmans, Green & co., 1917. xvi, 281 p. 8°.

51. **Cody, Sherwin.** New scientific method of teaching English. *American penman*, 35 : 172-73, January 1918.

The first of a series of articles which will present the whole method, including the "minimum essentials test" and the model series of tests, with key and directions.

52. **Collins, L. R.** Teaching how to study chemistry. *Education*, 38 : 394-400, January 1918.

Emphasizes the value of laboratory work; supervision by the instructor of the study-period, etc.

53. **Cross, Allen.** Staples of grammar and composition. *Elementary school journal*, 18 : 253-63, December 1917.

Discusses the relative merits of the functional method of teaching grammar, and the grammar based on errors. Says that the former is both corrective and constructive—first teaching the child to think clearly and then supplying the deficiencies apparent in his machinery of expression.

54. **Dodge, Richard E.** Humanizing school geography. *Journal of geography*, 16 : 161-66, January 1918.

55. **Dougherty, Mary L.** History of the teaching of handwriting in America. *Elementary school journal*, 18 : 280-86, December 1917.

Describes the dominating influence or interest of five periods: Colonial period, 1600-1800; Transition period, 1800-1850; Period of independent elaboration of American systems, 1850-1890; Vertical-writing movement, 1890-1900; Combination of commercial and scientific influences, 1900-1916.

Bibliography: p. 286.

56. **Farnum, Royal B.** Interior decoration practised. School-arts magazine, 17: 194-98, January 1918. illus.
The teaching of interior decoration to the boys and girls in the public schools.
57. **Foerster, Norman.** Relating the English course to the world crisis. High school journal, 1 : 3-5, January 1918.
American literature and the world crisis.
58. **Harding, Samuel B.** Topical outline of the war. History teacher's magazine, 9 : 30-62, January 1918.
Prepared in cooperation with the National board for historical service and the Committee on public information.
Also separately reprinted under title: The study of the great war—a topical outline with copious quotations and reading references.
59. **Hathaway, W. H.** A course in socialized high school civics. School review, 25 : 731-43, December 1917.
Civics course in Riverside high school, Milwaukee, Wis. Gives bibliographies.
60. **Henderson, Bertha and others.** An outline of the course in geography in the University elementary school. Elementary school journal, 18 : 268-79, December 1917.
Fourth article of series. Discusses Australia.
61. **Herson, O.** Psychology and the high school curriculum. Educational foundations, 29 : 218-23, December 1917.
This discussion will be continued in a subsequent number and conclude with a classified bibliography.
The value of psychology as a high school subject.
62. **Hill, Howard C.** The war and the teaching of history. History teacher's magazine, 9 : 10-13, January 1918.
Paper read before the Wisconsin history teachers' association, Milwaukee, Wis., November 1, 1917.
63. **Keith, Eliza D.** To teach or not to teach grammar. Western journal of education, 23 : 4-5, December 1917.
The need of grammar in the lower grades.
64. **Leathes, Stanley.** Why should we learn French? Parents' review (London) 28 : 747-58, December 1917.
The value of French literature in English education.
65. **Martonne, Emmanuel de.** L'enseignement géographique aux États-unis. Revue internationale de l'enseignement, 37 : 422-33, November-December, 1917.
The writer, who is professor of geography in the University of Paris, gives the results of his observations in America while visiting French professor at Columbia university.
66. **Minot, Elizabeth.** Why? and why. American education, 21 : 252-56, January 1918.
Why we want our children to learn to speak one or more foreign tongues.
67. **Mitchell, Howard.** Supervised study of modern languages. Education, 38 : 385-87, January 1918.
68. **National council of teachers of English.** Committee on American speech. Three articles. 1917. 8p. 4°.
CONTENTS: C. L. Lewis: English for use.—Clarence Stratton: Diversity of language prevents national solidarity.—Clarence Stratton: Urmuricn or American?
The first article was an address delivered before the New York association of teachers of English and the Detroit English club, the second article is reprinted from the Christian science monitor, and the third article from the New York times.
69. **New York city association of teachers of English.** Report of committee on spelling. [New York, The Richmond Hill record, 1917] 15p. 12°. (Bulletin XVIII, February, 1917.)

70. **Norris, Orland O.** To a young Latin student "from Missouri." *American schoolmaster*, 10 : 446-63, December 15, 1917.
Discusses the value of studying Latin.
71. **Randall, D. P., Chapman, J. C. and Sutton, C. W.** The place of the numerical problem in high school physics. *School review*, 26 : 39-43, January 1918.
Results of a simple test in mechanics applied to 238 pupils in four typical high schools in a city system representative of distinctly progressive educational methods.
72. **Reavis, W. C.** The social motive in the teaching of arithmetic. *Elementary school journal*, 18 : 264-67, December 1917.
Describes a plan of teaching stocks and bonds to an eighth-grade class. A mock bank was organized, in which each member of the class of the Pierre Laclède school (St. Louis, Mo.) became a stockholder.
73. **Riley, C. F. Curtis.** The teaching of elementary zoology. *School and society*, 7 : 31-37, January 12, 1918.
Revitalizing the teaching of zoology in secondary schools.
74. **Seashore, Carl E.** Avocational guidance in music. *Journal of applied psychology*, 1 : 342-48, December 1917.
Describes a series of tests used by the University of Iowa; adapted to constitute an integral part of the musical instruction in the fifth grade.
75. **Sheridan, Bernard M.** Speaking and writing English; a course of study for the eight grades of the elementary school, with practical suggestions for teaching composition and a full set of composition standards. Chicago, New York [etc.] B. H. Sanborn & co., 1917. 162 p. 12°.
76. Timely suggestions for secondary school history. Prepared under the direction of four committees of historians in cooperation with the National board for historical service. *History teacher's magazine*, 9 : 14-21, January 1918.
I. The study of the Roman republic to-day.—II. Points for emphasis in English history from 1688-1815.—III. The power of ideals in history.—IV. The United States and world politics, 1793-1815.
77. **Traner, Fred W.** Socializing the study of history. *School review*, 25 : 714-21, December 1917.
Presents the history-method course developed during the past two years at the Nevada state normal school. Criticizes the chronological method of teaching history. The course is based upon the aim of education as adjustment to the social environment, or "social efficiency."
78. **Violette, E. M.** The history teacher and the present war. *Missouri school journal*, 34 : 400-406, November 1917.
79. **Walsh, C. B.** A tentative program of junior high-school mathematics. *Mathematics teacher*, 10 : 85-93, December 1917.
Read at the convention of the Association of teachers of mathematics in the middle states and Maryland, Trenton, N. J., April 28, 1917.
80. **Waxman, Samuel M.** A jeremiad on modern language teaching. *Modern language journal*, 2 : 95-101, December 1917.
An address delivered to the Modern language teachers of Plymouth county, Mass.
81. **Wilkins, Lawrence A.** Fallacies that exist in the teaching of Spanish. *Bulletin of high points in the teaching of modern languages in the high schools of New York city*, 7 : 5-11, December 1917.
82. **Wilson, H. B.** Guiding principles in American history teaching. *School and home education*, 37 : 102-7, January 1918.
Says that the remaking of our history texts and the redirection of our history teaching is one of the most noticeable by-products thus far of the great war.

KINDERGARTEN AND PRIMARY SCHOOL.

83. **Brady, Mattie C.** The derivation of the Montessori didactic apparatus. *Elementary school journal*, 18 : 294-300, December 1917.
84. **Cady, Calvin B.** The music needs of the little child. *Kindergarten and first grade*, 3 : 16-21, January 1918.

RURAL EDUCATION.

85. **Averill, Lawrence A.** Rural school supervision in New England. *Education*, 38 : 361-73, January 1918.
Advocates placing more authority in the hands of the superintendent. Says that compulsory supervision laws are "the goal toward which each state in the New England group is now rapidly moving."
86. **Challman, S. A.** What consolidation of rural schools means to the children and to the people of the country in equipment, including buildings, playgrounds, apparatus, and demonstration farm. *American school*, 3 : 363-65, December 1917.
87. **Rural education.** *Athenæum* (London) no. 4623 : 570-73, November 1917; no. 4624 : 645-47, December, 1917.
Second paper of the series; deals with buildings, equipment, and staffing of rural elementary schools. Third paper takes up Central and continuation schools.
88. **Stoltzfus, Amanda.** Beginning and developing a rural school . . . Austin, Tex., The University, 1917. 60 p. 12°. (University of Texas bulletin, no. 1729: May 20, 1917.)

SECONDARY EDUCATION.

89. **Aley, Robert J.** The war and secondary schools. *School and society*, 6 : 751-55, December 29, 1917.
Also in *American school*, 3 : 360-61, December 1917.
Address before the New England association of colleges and secondary schools.
Says the world war has increased the importance and enlarged the opportunity of the secondary school. The school should speed up and intensify the work in the curricula of established and proven value.
90. **Gilday, Walter H.** The traditional break between the grades and the high school. *Journal of education*, 86 : 655-56, December 27, 1917.
From the Brockton school helper.
The advantages of the junior high school.
91. **Liddeke, Frederick.** The unification of secondary education in the greater high school. *North Carolina high school bulletin*, 8 : 174-84, October 1917.
The salient defects in our secondary education and how they may be greatly eliminated. Suggests a secondary plan covering nine years, in three-year cycles, following after the fifth grade.
92. **Lull, Herbert G.** The social core of the high school curriculum. *School review*, 26 : 7-17, January 1918.
Says that the "constants of the curriculum should be only those lines of common knowledge and training which individuals of a democracy must have to live together as free and responsible citizens." Dwells on studies of a vocational character, etc.
93. **Maphis, Charles G.** First aid to high school teachers. Article III. Organization of the high school. *Virginia journal of education*, 11 : 197-201, January 1, 1918.
The course of study.
94. **Meier, Laura A.** Concerning the pupil. *Education*, 38 : 388-93, January 1918.
Discusses problems of the high school. Article concluded from December number.
95. **Pickell, Frank G.** Credit for quality in the Richmond (Ind.) high school. *Educational administration and supervision*, 3 : 533-38, November 1917.

96. **Ripman, Walter.** The adjustment of the secondary school curriculum. *School world*, 19 : 401-404, December 1917.
A discussion of two English reports—those of the "Committee on the neglect of science," and the "Council for humanistic studies"—dealing with problems of curriculum in English secondary schools.
97. **Smith, B. B.** Democratizing a high school of eighteen hundred. *Education*, 38 : 374-79, January 1918.
Shows how pupil self-government may be introduced into a large high school with good results.
98. **Williams, Oscar H.** Large and small high schools: a comparative study. *Educator-journal*, 18 : 233-38, January 1918.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

99. **Dixon, A. H.** Normal training in high schools. *University journal*, 14 : 11-15, December 1917.
Read at the Conference on normal training, Hot Springs, Ark., November 12, 1917.
100. **Fulmer, Grace.** The ideal teacher. *Kindergarten and first grade*, 3 : 1-5, January 1918.
101. **Gray, A. A.** The educational leadership of women. *American school board journal*, 56 : 29-30, 42-44, 46-47, January 1918.
Women in administrative work, women as teachers, the salary question, and the married woman.
102. **Hubbard, Clifford Chesley.** An inquiry into the methods by which the state normal schools are controlled. *Normal school bulletin* (Charleston, Ill.) no. 58 : 1-18, October 1, 1917.
103. **Landsittel, F. C.** Evaluation of merit in high-school teachers. *School and society*, 6 : 774-80, December 29, 1917.
Gives a score card and its use in rating teachers in Ohio.
104. **Putnam, Mary B.** The laborer and his hire. *American schoolmaster*, 10 : 438-45, December 15, 1917.
Discusses the various arguments that have been put forth for paying men teachers higher salaries than women teachers.

HIGHER EDUCATION.

105. **American association of collegiate registrars.** Proceedings of the eighth annual meeting . . . Lexington, Ky., April 25-27, 1917. Lexington, Ky., Transylvania printing co. 111 p. 8°. (E. L. Gillis, secretary-treasurer, University of Kentucky, Lexington, Ky.)
Contains: 1. C. E. Melville: Grades: their significance in regard to faculty requirements and student accomplishments; the facts that should enter into their determination, p. 19-29. 2. Raymond Walters: The relation between high grades in colleges and success in later life, p. 37-43. 3. F. W. Nicolson: Marking systems of colleges approved by the Carnegie foundation; p. 48-53. 4. E. B. Pierce: Registration by mail, p. 66-72. 5. Ross Jewell: The interchange among registrars of statistical studies and reports—possibilities and practical recommendations, p. 72-76. 6. M. E. Marsh: Special educational needs of Appalachian America, p. 81-86. 7. A. M. Tartell: The look forward for the registrar's office, p. 86-95.
106. **Association of American colleges.** Proceedings of the third annual meeting, Chicago, Ill., January 11-13, 1917. Chicago, Ill., Association of American colleges, 1917. 151 p. 8°. (Association of American colleges bulletin, vol. 3, no. 3, April 1917) (Richard W. Cooper, secretary, 19 South La Salle street, Chicago, Ill.)
Contains: 1. H. C. King: What the college stands for, p. 19-39. 2. The moral and religious life of the college [by] Silas Evans, p. 40-43; [by] J. S. Nollen, p. 43-45; [by] Laura H. Wild, p. 45-47. 3. Academic freedom and tenure of office. Report of committee, p. 48-56. 4. Study of student mortality [by] A. F. McLeod, p. 63-73; [by] E. D. Eaton, p. 73-76. 5. College campaigns and college publicity [by] J. W. Hancher, p. 77-81; [by] T. C. Howe, p. 81-87; [by] T. M. Hodgman, p. 87-89. 6. W. S. Kies: Training for world service, p. 90-105. 7. C. W. Williams: Insurance as a field for college graduates, p. 105-17. 8. Helen T. Woolley: New opportunities for college women, p. 117-31. 9. J. A. Blaisdell: Constructive criticism of the American college, p. 132-51.

107. **Baldensperger, Fernand.** The case for French scholarship. *Nation*, 106 : 37-39, January 10, 1918.
A review of Science and learning in France, edited by J. H. Wigmore, listed in the record for December 1917, item 1908.
108. **Buckingham, B. R.** Critical present-day issues in administration of state higher education. *School and society*, 6 : 721-28, December 22, 1917.
109. **Caullery, Maurice.** French universities and American students. *Harvard graduates' magazine*, 26 : 208-20, December 1917.
The opportunities for American students at the French universities.
Translated by George Luther Lincoln.
110. ——— *Les universités américaines, la société et la science. In Association française pour l'avancement des sciences. Conférences faites en 1916-1917. Paris, Secrétariat de l'Association, 1917. p. 191-215.*
A lecture delivered at Bordeaux March 15, 1917, describing the American system of higher education and drawing lessons therefrom for France.
111. **Ewer, Bernard C.** College study and college life. Boston, R. G. Badger [1917] 228 p. 12°.
Presents mainly facts and discussions which the author has been accustomed to offer to freshmen regarding the aims and methods of college study and the various features of college life.
112. **Ferrari, Robert.** De l'avenir des relations universitaires entre la France et l'Amérique. *Revue internationale de l'enseignement*, 37: 444-52, November-December 1917.
Reprinted from *Revue politique et parlementaire*, April 1917.
113. ——— The spirit of the French university. *Columbia alumni news*, 9 : 319-21, December 21, 1917.
114. **Kelly, Robert Lincoln.** The American college and the great war. *Scribner's magazine*, 63 : 77-83, January 1918.
115. **Lewis, E. E.** Foreign languages and mathematics as requirement for admission to, and graduation from, American colleges and universities. *School review*, 26 : 1-6, January 1918.
An endeavor to determine the status in 1896 and in 1916 of the entrance and graduation requirements in foreign languages and mathematics. The results of the study show "a tendency toward granting one degree for all liberal studies and the elimination of specific requirements in mathematics and foreign languages both for entrance to, and graduation from, American colleges and universities."
116. **Meiklejohn, Alexander.** Freedom of the college. *Atlantic monthly*, 121: 83-89, January 1918.
117. **Mussey, Henry R.** The selective draft in college entrance. *Nation*, 106 : 11-13, January 3, 1918.
Critiques the selective admission scheme proposed by certain college presidents. Thinks such a plan, in actual operation, would rest on a basis not primarily intellectual but social, hence tending to aloofness and snobbishness.
118. **Ravage, M. E.** The tired college man. *Century*, 95 : 376-84, January 1918.
119. **Richardson, Robert Charlwood, jr.** West Point. An intimate picture of the National military academy and of the life of the cadet. Foreword by Major-general Hugh L. Scott. New York and London, G. P. Putnam's sons, 1917. 354 p. plates. 12°.
120. **Thwing, Charles F.** What the college stands for. *Educational review*, 55 : 16-19, January 1918.
Treats of the philosophy underlying higher education. Says that the college stands for universal relations: "It receives men from all parts of the earth, it sends them forth into all parts of the earth."

121. **Trofimov, M. V.** Universities and students' life in Russia. Modern language teaching (London) 13 : 137-44, October 1917.
Gives social conditions of students' life, illustrated by statistics.
122. **Ward, Harry Parker.** The American college catalog; a book of information with suggestions for the improvement of catalogs and other publications of colleges and schools. With an introduction by W. O. Thompson, president Ohio state university. Columbus, Ohio [The Champlin printing company] 1917. xiv, 298 p. illus. 8°.

SCIENTIFIC RESEARCH.

123. **Darrah, David.** Field work as a new educational principle. Educational review, 55 : 20-29, January 1918.
Discusses the shortcomings of "field work" as at present conducted in educational institutions. Says that the student should in some way be made dependent for his expenses on his field work. A real remuneration should be attached to it, as there is in cooperative engineering work.
This paper was awarded first place in the annual contest (1917) for the Tomlinson prize, at the Municipal university of Akron, Ohio.
124. **Swinton, A. A. Campbell.** Science and its functions. Nature (London) 100 : 294-98, December 1917.
Address delivered before the Royal society of arts, England, on November 21, 1917.

SCHOOL ADMINISTRATION.

125. **Baker, George M.** Constructive supervision. American school board journal, 56 : 19-21, 75-76, January 1918.
To be concluded in February.
The article comprises a brief consideration of the following points: (1) Need for supervision, (2) Function of supervision, (3) Analysis of supervisor, (4) Two classes of teachers needing special attention from the supervisor, (5) Four distinct types of criticism, (6) Four lines of supervisory activity, and (7) Need for and value of suspended judgment.
126. **Piola, F.** Le industrie della scuola. Nuova antologia, 191 : 173-87, September 1917.
Deals with provision of educational equipment to schools and colleges in Italy.

SCHOOL MANAGEMENT.

127. **Benezet, L. P.** A high spot in Evansville. American school, 3 : 362-63, December 1917.
"The superintendent of the Evansville schools describes an experiment made in those schools to help pupils who are willing to make special effort, gain, or make up time."
128. **Camp, Frederick S.** Some "marks": an administrative problem. School review, 25 : 697-713, December 1917.
A study of the system of marking in the Stamford, Conn., high school, with graphic illustrations.
129. **Cobb, C. R.** A demonstration in elasticity in grade work. Journal of education, 86 : 599-600, December 13, 1917.
A plan for promoting pupils by subject.
130. A comparison of the accomplishments of eighth grade pupils in rural and city schools of certain Wyoming counties. Wyoming school journal, 14 : 117-22, December 1917.
The report was written by J. N. Butterworth, chairman of the committee appointed by the Wyoming teachers' association to investigate Wyoming school problems.
131. **Fordyce, Charles.** Supervised study. University journal, 14 : 1-3, December 1917.
Also in Nebraska teacher, 20 : 209-10, January 1918.
Gives the results of some experiments in supervised study and shows some of the advantages.

132. **Gates, Arthur I.** Recitation as a factor in memorizing. School and society, 6 : 743-49, December 22, 1917.
The relative values of learning by reading as compared to learning by recitation.
133. **Heckert, J. W.** The organization of instruction materials, with special relation to the elementary school curriculum. New York city, Teachers college, Columbia university, 1917. 107 p. 12°. (Teachers college, Columbia university. Contributions to education, no. 87.)
134. **Merriman, Eugene D.** Technique of supervised study. School review, 26 : 35-38, January 1918.
Presents a program for supervised study.
135. **Pickell, Frank G. and Winkelblech, B. F.** Elimination from the public secondary schools of the United States. School review, 26 : 18-24, January 1918.
Also in Midland schools, 32 : 149-50, January 1918.
"A study of 11,224 'public high schools,' based upon the reports of the U. S. Commissioner of Education for the years 1912, 1913, 1914, and 1915." Statistical data.
136. **Roberts, J. E.** Breaking the lock-step. Wisconsin journal of education, 49 : 282-84, December 1917.
Promotion by subject in the schools of Fond du Lac, Wis.
137. **St. John, Charles W.** The purpose of school discipline. Current education, 21 : 349-52, December 1917.
This article appeared originally in the Porto Rico school review.
The writer believes that the real purpose of school discipline is not simply to have a quiet schoolroom, but to teach the children that they must abide by the law and not do everything they feel like doing.

SCHOOL ARCHITECTURE.

138. **Challman, S. A.** The adaptation of the high school building to the school organization. American school board journal, 56 : 27-28, January 1918.
"This paper is a revision of an address prepared originally for the Department of school administration, National education association, Portland, Oreg. It is the first study of the general problem and its great value will be readily apparent."
139. **Hughes, Harold F.** Elastic schoolhouses. American city, 18 : 20-21, January 1918.
School plant units in Fresno, California, described, with illustrations. Says the writer: "We see bookcases advertised which will grow with the library, and in Fresno, Cal., the same plan is being used in building schoolhouses."

SCHOOL HYGIENE AND SANITATION.

140. **Gray, Horace and Gray, K. M.** Normal weight. Boston medical and surgical journal, 177 : 894-99, December 1917.
Records weights of many children; one table is based on statistics of several thousand boys and girls in the Horace Mann school, Columbia university, New York city.
141. **Hurty, J. N.** Medical examination of school children. Teacher's journal, 17 : 240-42, December 1917.
Tells of the deplorable conditions found among children in the rural schools and shows the need of compulsory medical inspection and health supervision.

PHYSICAL TRAINING.

142. **Coteau, Marc Bellin du.** The physical education of the fighting man. American physical education review, 22 : 521-24, December 1917.
Method in use in the National military school of St. Cyr, France. Translated by George I. Meylan.
143. **Faunce, W. H. P.** Athletics for the service of the nation. Old Penn, 16 : 351-53, January 11, 1918.
Address delivered at the annual meeting of the National collegiate athletic association in New York on December 28, 1917.
Analyzes the question of college sports.

144. **Jesien, W. S.** A new French program of physical training. *American physical education review*, 22 : 529-34, December 1917.
Gives a typical lesson of the new French system.
145. **Kleeberger, F. L.** Physical efficiency tests as a practical method of popularizing physical education at the University of California. *Mind and body*, 24 : 361-70, December 1917.
Read at the convention of the American physical education association, Pittsburgh, Pa., April 1917.
146. **McKenzie, B. Tait.** The relation of physical education to the business of war. *American physical education review*, 22 : 525-28, December 1917.
Synopsis of speech delivered at the meeting of the American physical education association, Pittsburgh, April 6, 1917.
147. **Pray, Minerva H.** Baron Nils Posse and his school. *Posse gymnasium journal*, 25 : 3-6, December 1917.
Describes the life and labors of Baron Posse, the inventor of the Swedish system of gymnastics.
148. **Rogers, P. C., jr.** Physical training—athletic competition. *Louisiana school work*, 6 : 204, 206-7, December 1917.
Treats of athletic competition in elementary schools, and shows the best means of attaining good results from such physical training, untarnished by the evils of professionalism and excess.

SOCIAL ASPECTS OF EDUCATION.

149. **O'Neil, W. Jerold.** The assembly hall. *Popular educator*, 35 : 248-49, 298, January 1918.
The practical value of the assembly, the nature of the programs, discipline, etc.
150. **Roberts, Alexander C.** An experiment in socialization. *School review*, 26 : 25-34, January 1918.
Details an experiment tried in the Everett (Wash.) high school; adapting the training offered in the school to meet every purposeful community demand.
151. **White, William Charles.** A new basis for social progress, by William Charles White and Louis Jay Heath. Boston and New York, Houghton Mifflin company, 1917. xiv, 229, [1] p. diagrs. (1 double) 12°.
A survey instituted in 1915 by the Board of trustees of the University of Pittsburgh, "in order to produce a better and more properly functioning institution in the local environment." cf. Pref. Bibliography: p. [217]-221.

PLAY AND PLAYGROUNDS.

152. **Goethe, C. M.** Gretchen of Hildesheim. *Survey*, 39 : 385-90, January 5, 1918.
A criticism of playground methods. *Childhood in Germany and the United States.*

CHILD WELFARE.

153. **National child labor committee.** Thirteenth annual report of the general secretary. Child labor and delinquency. New York city, National child labor committee, 1917. 135-200 p. 8°. (*Child labor bulletin*, vol. 6, no. 3, November 1917)
Contains: Child labor and juvenile delinquency in Manhattan, by Mabel Brown Ellis, p. 161-200.

MORAL EDUCATION.

154. **Galloway, Thomas Walton.** The use of motives in teaching morals and religion. Boston, Chicago, The Pilgrim press [1917] 187 p. 12°.

RELIGIOUS EDUCATION.

155. **Burns, James A.** Catholic education; a study of conditions. New York, London [etc.] Longmans, Green and co., 1917. 205 p. 12°.
Describes the condition of Catholic education in the United States at the present time, and points out the problems that must be solved in order to insure its future progress. Presents a special study of the various departments and their relations to each other, including grade schools, high schools for boys and for girls, colleges, and seminaries.

156. Religion and education. *Athenaeum* (London), no. 4623 : 564-67, November 1917.

Recommends newer and better methods of religious instruction. Teachers should not dwell too much on metaphysical speculation and historical probability. Abstract thought is unnatural to the age and temper of youth. Christian education should be "a practical call to love and service."

MANUAL AND VOCATIONAL TRAINING.

157. Bayliss, Clara K. The educational awakening. *Education*, 38 : 380-84, January 1918.

Discusses the benefits of vocational education and guidance.

158. Boate, G. A. The printing course in the Newton vocational school. *Industrial-arts magazine*, 7 : 13-17, January 1918.

Newtonville, Mass.

159. Cary, C. P. National activities in our schools. *Western teacher*, 26 : 129-34, December 1917.

From an address before the Wisconsin state teachers' association.

The Smith-Hughes act and the danger ahead in our schools in attempting to separate vocational and cultural education.

160. Eagan, Joseph B. Manual training should function in the home. *Manual training magazine*, 19 : 163-65, January 1918. illus.

Manual training activities for eighth-grade boys found in jobs about their own homes, repair work, etc.

161. Haney, James Parton. Industrial art at home and abroad. *Journal of education*, 86 : 591-93, December 13, 1917.

Address before the Association of commerce, Chicago.

162. Noyes, William. The junior high school and industrial education. *Manual training magazine*, 19 : 153-57, January 1918.

163. Scrimshaw, Stewart. A new phase of education as seen through the apprenticeship system. *Wisconsin journal of education*, 49 : 278-81, December 1917.

The state control and supervision of apprenticeship in Wisconsin.

164. Sowers, J. I. The Smith-Hughes bill. *Teacher's journal*, 17 : 233-38, December 1917.

The general provisions of the bill and some special developments that may be expected to follow the establishment of vocational education under federal aid.

165. Stoddard, W. L. Training for the training camps. *Nation's business*, 5 : 16-18, December 1917.

Formed with little thought of war, the Federal board for vocational education has swiftly assembled machinery which prepares men and boys for better jobs in the National army by teaching them military trades.

An authorized interview with Dr. C. A. Prosser, director of the Federal board for vocational education.

VOCATIONAL GUIDANCE.

166. Brewer, John M. The vocational-guidance movement; its problems and possibilities. New York, The Macmillan company, 1918. 333 p. 12°.

Treats vocational guidance as bound up primarily with educational problems, secondarily with economic and service questions. Contains especially useful chapters on vocational counseling, "pseudo-guidance," and a program for vocational guidance.

167. Layton, W. K. Vocational placement. *Educational administration and supervision*, 3 : 521-32, November 1917.

The beginnings of vocational placement in Europe and the United States.

168. Moore, B. U. Vocational guidance. *Oregon teachers monthly*, 22 : 254-58, January 1918.

AGRICULTURAL EDUCATION: HOME ECONOMICS.

169. **Ball, Katherine F. and West, Miriam E.** Household arts arithmetic. School review, 25 : 722-30, December 1917.
Course designed to meet the needs of a group of girls from 12 to 16 years of age in the junior high school—the daughters of wage earning and small salaried men in urban communities.
170. **Eaton, Theodore Hildreth.** A possible core for a program in agricultural education. School and society, 6 : 755-61, December 29, 1917.
171. ———. A study of organization and method of the course of study in agriculture in secondary schools. New York city, Teachers college, Columbia university, 1917. 183 p. 12°. (Teachers college, Columbia university. Contributions to education, no. 86.)
172. **Frayser, Mary E.** Extension work in mill villages. Journal of home economics, 9 : 562-65, December 1917.
Home economics extension work in the cotton mill villages of South Carolina.
173. **Hamilton, W. I.** School boys on farms. A war time experiment. American school board journal, 56 : 21-23, 76-78, January 1918.
The "pros" and "cons" of a movement started in Massachusetts last spring, mobilizing boys for farm service.
174. **Harvey, P. Caspar.** Farming their way through college. Country gentleman, p. 8-9, December 22, 1917. illus.
The boy or girl who can reach Kansas normal (Hays City, Kans.) can stay there by work on the campus farm.
175. **Monsch, Genevieve.** How school gardens tend to direct a natural course in botany. School science and mathematics, 18 : 36-42, 124-29, January, February 1918.
Outlines a course of work for seventh grade girls and boys.
176. **Moran, J. Sterling.** The community fair. Washington, Government printing office, 1917. 12 p. 8°. illus. (U. S. Department of agriculture. Farmers' bulletin 870)
177. **Wilson, G. M.** What local communities should do in preparing for vocational agriculture. Midland schools, 32 : 147-49, January 1918.
The main points to be kept in mind by a community getting ready for federal aid for vocational agriculture under the Smith-Hughes bill.

PROFESSIONAL EDUCATION.

178. **National league of nursing education.** Proceedings of the twenty-third annual convention . . . held at Philadelphia, Pa., April 26 to May 2, 1917. Baltimore, Williams & Wilkins company, 1917. 339 p. 8°. (Effie J. Taylor, secretary, Johns Hopkins hospital, Baltimore, Md.)
Contains: 1. Laura R. Logan: Educational obligations, p. 84-92. 2. Anna C. Jammé: Administrative and legislative problems in meeting modern demands on the graduate nurse, p. 93-99. 3. Claribel Wheeler: The educational problem of the small hospital, p. 104-8. 4. Mary S. Gardner: How can the small hospital train pupils toward public health nursing? p. 108-14. 5. Jessie C. Evans: The modern point of view in the teaching of history, p. 138-44. 6. Isabel M. Stewart: A bird's-eye view of nursing history, p. 145-57. 7. Ruth V. Emerson: Medical social service as it relates to training schools in behalf of student nurses, p. 158-66. 8. Edith M. Ambrose: How and where should attendants be trained? p. 171-81; Discussion, p. 181-85. 9. A. R. Warner: The relation of the training school to the hospital, p. 185-94. 10. Mary C. Wheeler and Mrs. I. C. Wood: A central school of nursing and public health, p. 195-202. 11. Elizabeth Burgess: Conditions which will aid the instructor to render her best service, p. 216-32. 12. A. L. Suhrie: Teaching in the hospital and public health service, p. 253-60. 13. Anne H. Strong: Teaching problems of public health instructors, p. 260-65. 14. Carolyn Gray: The relation of the private duty nurse to the public as an educator, p. 267-72.
179. **Barnes, A. F.** The engineering school and the war. Engineering education, 8 : 138-47, December 1917.
The presidential address of Dean Barnes before the Southwestern society of engineers on the effect of the war upon the engineering schools.

180. Clayton, S. Lillian and Jammé, Anna C. The basis of affiliation between nursing schools and universities and some new developments. *American journal of nursing*, 18 : 310-14, January 1918.
181. Goodwin, Harold C. The hospital: a teaching institution. *Albany medical annals*, 39 : 1-16, January 1918.
Says that the best method of organization is for the university "to maintain its own hospital, then the control is always certain and the wards will ever be freely open to the teaching force." Gives opinions of prominent physicians.
182. Hazeltine, Harold D. Law schools and legal practitioners in the United States of America. *Law quarterly review* (London) 33 : 309-34, October 1917.
To be continued.
First part of paper gives a short historical sketch of the origins and growth of the legal profession and of the law schools in their environment of American constitutional and legal development. The second part will be devoted to the present-day relations between the schools and practitioners, and to the influence of the schools upon the growth of the law and of legal institutions.
183. Hobart, Alvah Sabin. Pedagogy for ministers; an application of pedagogical principles to the preaching and other work of the pastor. New York, Chicago [etc.] F. H. Revell company [1917] 184 p. 12°.
184. Horowitz, Murray P. Training city managers. Special relations to public health and sanitation suggest plan of education along broad lines. *Technology review*, 19 : 662-65, November 1917.
Reprinted from the *Engineering news-record*, August 1917.
Gives suggested courses for the degree of bachelor of municipal engineering.
185. Isaacs, Nathan. The schools of jurisprudence. *Harvard law review*, 31 : 373-411, January 1918.
An historical sketch of the several schools of jurisprudence—philosophical, analytical, historical, comparative, and sociological.
186. Kales, Albert M. An unsolicited report on legal education. *Columbia law review*, 18 : 21-42, January 1918.
Discusses the subject under the following headings: 1. The methods of teaching law. 2. The "law" which is taught. 3. The subjects of the curriculum. 4. The size of classes. 5. The requirements for admission. 6. The relation of the teacher to the curriculum. 7. The relation of the teacher to practice.
187. Rawle, Francis. A hundred years of the Harvard law school, 1817-1917. *Harvard graduates' magazine*, 26 : 177-86, December 1917.

REEDUCATION OF WAR INVALIDS.

188. Conférence interalliée pour l'étude de la rééducation professionnelle et des questions qui intéressent les invalides de la guerre, *Paris, May 8-12, 1917. Rapports*. Paris, Imprimerie Chaix, 1917. 462 p. 8°.
Contents: 1. A. Imbert: Le travail professionnel agent de la rééducation physique, p. 85-90. 2. Léon de Pauw: L'orientation professionnelle, p. 91-111. 3. Alleman: Quand doit commencer la rééducation professionnelle? Que doit-elle comprendre? Formation intellectuelle et formation manuelle? p. 113-31. 4. Mme. David-Weill: Rapport général sur l'organisation et le fonctionnement des écoles de rééducation professionnelle pour les invalides, p. 189-82. 5. Pierre Régner: Rapport général sur la rééducation agricole des mutilés et blessés de la guerre, p. 183-205. 6. Chancrin: La rééducation professionnelle agricole des mutilés de la guerre dans les établissements dépendant du Ministère de l'Agriculture, p. 205-26. 7. F. Fagnot and Numa Rafin: Sur le placement des invalides de la guerre dans l'industrie et le commerce, p. 239-68. 8. Léon de Pauw: La rééducation obligatoire, p. 291-301.
189. Bittard, A.-L. Les mutilés de la guerre et la vie économique. *Journal des économistes* (Paris) 76 : 231-52, November 15, 1917.

190. **Johns, Cloudealey.** Finding new careers for crippled soldiers. *Munsey's magazine*, 62 : 398-402, December 1917.
What Canada is doing and what the United States will have to do to care for the victims of the great war.
191. **McCarthy, E. A.** The after-care of the war cripple. *Boston medical and surgical journal*, 178 : 37-40, January 10, 1918.
Read at the Rhode Island state conference of charities and correction, October 24, 1917.
192. **McMurtrie, Douglas C.** The future of the crippled soldier. *Columbia alumni news*, 9 : 313-18, December 21, 1917. illus.
Reeducation of the crippled soldier.
193. **Recalled to life.** A journal devoted to the care, re-education, and return to civil life of disabled sailors and soldiers. (London, Eng.) No. 2, September 1917. p. 205-320.
Reviewed in *Nation*, 106 : 33-34, January 10, 1918.

EDUCATION OF WOMEN.

194. **Mosher, Clelia D. and Martin, Ernest G.** The muscular strength of college women, with some consideration of its distribution. *Journal of the American medical association*, 70 : 140-42, January 19, 1918.
Report of examination of 45 healthy college women. Every woman was tested from two to five times, and 3,576 muscle groups in the 45 women were tested.
To be continued.
195. **Smith, Miss Bowden.** The education of women in China. *Catholic educational review*, 15 : 67-72, January 1918.
From the China supplement of the *North China daily news*.

EXCEPTIONAL CHILDREN.

196. **Burt, Cyril.** The unstable child. *Child-study*, 10 : 61-79, October 1917.
A comprehensive article dealing with the mental, moral, intellectual, and physical characteristics of the unstable-child type, together with a discussion of treatment. Includes references.
197. **Collin, André.** Les principaux types morbides des écoliers insuffisants. *Revue pédagogique*, 71 : 427-44, November 1917.
198. **Eberle, Louise.** The maimed, the halt—and the race. *Hospital school journal*, 6 : no. 9 : 7-11, 14, 1918. illus.
The new pity adjusts cripples to life's handicap instead of exempting them from it.
The education of crippled children, with particular attention to the schools in New York City.
199. **Groszmann, Maximilian Paul Eugen.** The exceptional child . . . containing a medical symposium, with contributions from a number of eminent specialists. New York, Chicago [etc.] C. Scribner's sons [1917] 764 p. illus., plates, diagrs. 12°.
200. **Higgins, William H.** The diagnosis of the higher grades of mental defects. *Journal of the American medical association*, 70 : 74-76, January 12, 1918.
Discusses the importance of the subject from the medical standpoint; backward children and their characteristics; causes of mental deficiency, etc.
201. **Smiley, Charles N.** Conservation in education. *Educational review*, 55 : 11-15, January 1918.
Discusses feeble mentality in children; Binet tests; eugenics; retardation and elimination in elementary schools.
202. **Wallin, J. E. Wallace.** Theories of stuttering. *Journal of applied psychology*, 1 : 349-67, December 1917.
203. **Walsh, Elizabeth A.** A study of the speech defects of ninety-one ungraded class children. *Ungraded*, 3 : 49-62, December 1917.

EDUCATION EXTENSION.

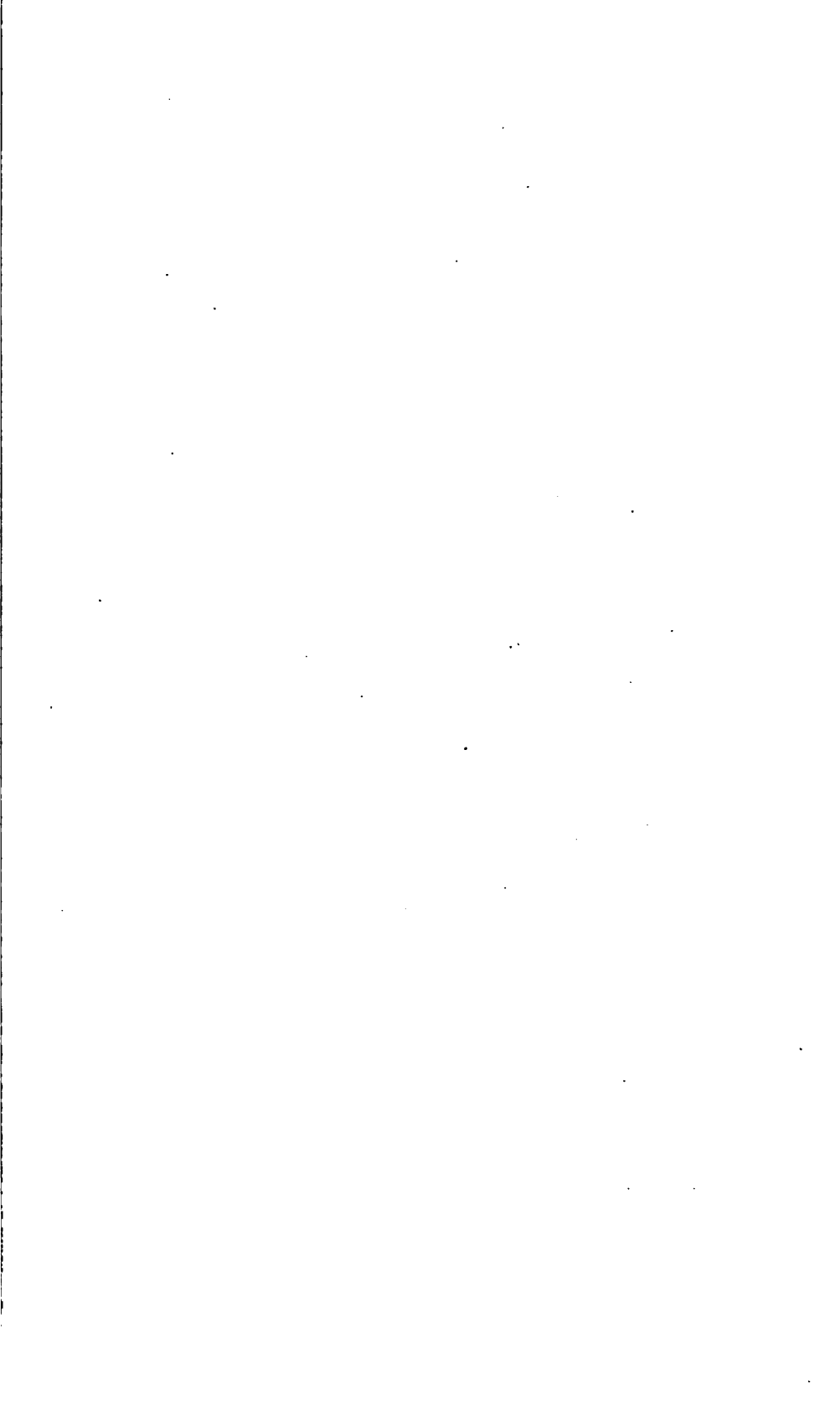
104. **Bronsky, Amy.** Illiteracy and Americanization. Issued by C. P. Cary, state superintendent. Madison, Wis., 1917. 18 p. 12°.
105. **Case, M. Elizabeth.** An adventure in education. New republic, 13 : 209-11, December 22, 1917.
Work among the children of immigrants described.
106. **Everman, Barton W.** Modern natural history museums and their relation to public education. Scientific monthly, 6 : 5-36, January 1918.
A plea in behalf of the educational value of natural history museums. Describes the functions of a well-appointed museum. Illustrated.

LIBRARIES AND READING.

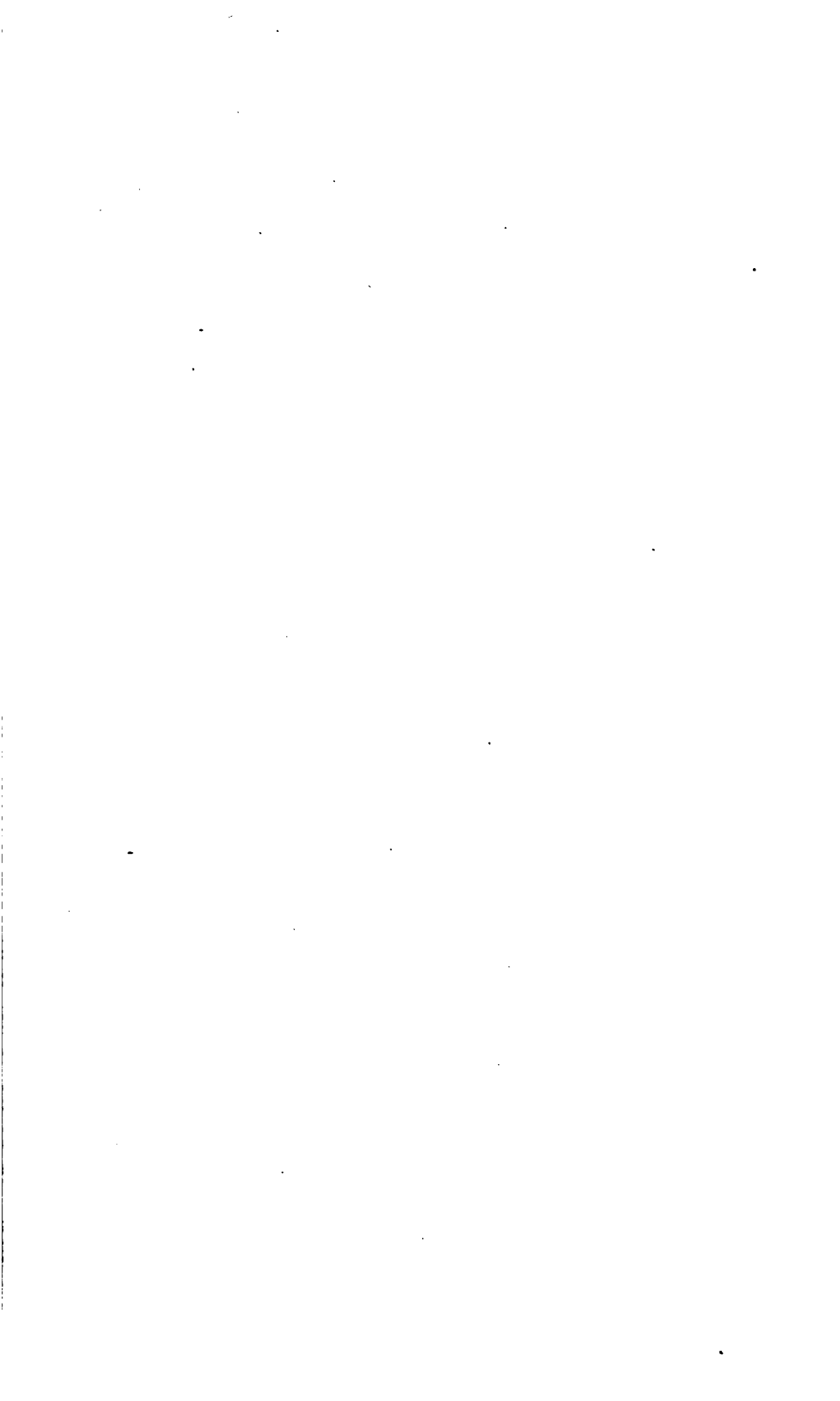
107. **American library association.** Papers and proceedings of the thirty-ninth annual meeting . . . held at Louisville, Ky., June 21-27, 1917. Chicago, Ill., American library association, 1917. p. 89-429. 4°. (*Its Bulletin*, vol. 11, no. 4, July 1917) (George B. Utley, secretary, 78 East Washington street, Chicago, Ill.)
Contains: 1. Shaffer Mathews: Democracy and world politics, p. 95-103. 2. J. W. Dietz: The corporation school movement—training men during business hours, p. 114-20. 3. P. L. Windsor: Standardization of libraries and certification of librarians, p. 135-40. 4. A. S. Root: The library school of the future, p. 157-60. 5. Clara E. Howard: Organizing a new high school library, p. 176-79. 6. E. C. Richardson: The return of cooperative indexing, p. 222-26.
108. **Bricker, Garland A.** Rural libraries. American education, 21 : 259-61, January 1918.
Also in Nebraska teacher, 20 : 199-201, January 1918.
Location of the library, the selection of books, and a suggestive rural book list.
109. **Koch, Theodore Wesley.** A book of Carnegie libraries. White Plains, N. Y., and New York city, The H. W. Wilson company, 1917. 226 p. illus. 8°.
110. **Putnam, Herbert.** A college library in war time. Library journal, 43 : 5-10, January 1918.
Address at the dedication of the Converse library building at Amherst college, November 8, 1917.
111. **Welles, Jessie.** Secondary education in library work. Public libraries, 23 : 5-10, January 1918.
Read before the Professional training section, A. L. A. meeting, Louisville, Ky., June 26, 1917.

NEW PERIODICALS.

- High school journal.** Vol. 1, no. 1, January 1918. Published monthly from October to May. School of education, University of North Carolina, Chapel Hill, N. C. (N. W. Walker, editor)
- Recalled to life.** A journal devoted to the care, re-education, and return to civil life of disabled sailors and soldiers. No. 1, June 1917. Quarterly. London, Eng.
- Tennessee school record.** Vol. 1, no. 1, September 1917. Published monthly, September to June. Alexandria, Tenn. (C. M. Hughes, editor)







DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1918, No. 8

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

MARCH, 1918



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GOVERNMENT PRINTING OFFICE
1918

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—Scientific research—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Agricultural education—Commercial education—Professional education—Civic education—Reeducation of war invalids—Education of women—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

212. **Florida educational association.** Thirty-first annual convention, Daytona, December 27-28, 1917. Florida schoolroom, 24:1-32, January 1918.

Contains: 1. Agnes E. Harris: How the schools may help to win the war, p. 3-6. 2. H. R. Truster: The teacher and the law, p. 8-13. 3. C. E. Howell: The place of the manual arts in the curriculum, p. 13-16. 4. J. D. Eggleston: The needs and the development of rural leadership, p. 17-23. 5. C. A. Hardee: What democracy demands of the public schools, p. 23-27. 6. W. A. Allen: Some methods of improving rural schools, p. 27-29.

213. **Missouri state teachers' association.** Proceedings and addresses of the St. Louis meeting, November 16-18, 1916. Bulletin Missouri state teachers' association, 3: January, April, 1917. (E. M. Carter, secretary, Columbia, Mo.)

Contains: *January*, 1. Cora W. Stewart: Moonlight schools, p. 34-39. 2. Carter Alexander: Public opinion and the schools, p. 39-44. 3. M. A. O'Rear: Departmental work in the intermediate grades, p. 49-54. 4. M. V. O'Shea: Every-day traits of human nature, p. 56-59. 5. Alice M. Car-

malt: The enrichment of the teacher's life, p. 60-62. 6. E. L. Harrington: The place of science in the high school curriculum, p. 62-66. 7. W. K. Tate: Modern ideals in rural education, p. 66-72. 8. E. B. Bryan: The marks of an educated man, p. 80-85. April, 9. G. H. Beasley: Supervision of high school by the city superintendent, p. 15-19. 10. Carter Alexander: Standard tests as an aid in supervision, p. 19-27. 11. C. S. Parker: The value of scientific tests in the elementary schools, p. 42-45. 12. C. H. Hitchborn: The status of geography teaching in the elementary schools of the smaller cities of Missouri, p. 47-50. 13. H. L. Jones: The teaching of agriculture in the high school, p. 80-84.

214. **National education association.** Proceedings, 1917. Journal of the National education association, 2: 313-408, January 1918.

Department of Business Education.

Contains: 1. Cassie L. Paine: The teaching of salesmanship to high-school girls, p. 316-21. 2. E. F. Dahm: Modifications in commercial training suggested by present world-conditions, p. 321-27. 3. F. H. Young: How to teach salesmanship in the high school, p. 327-30. 4. J. A. Bexell: How can the higher schools of commerce best serve the high schools? p. 334-39.

Department of School Administration.

5. F. I. Cooper: Report of the committee of standardization of schoolhouse planning and construction, p. 341-45. 6. E. Shorroek: Some unsolved problems in school administration, p. 350-53. 7. C. G. Pearce: A principle in school administration, p. 354-57. 8. Mrs. O. S. Barnum: Administration "safe for democracy," p. 357-60. 9. W. C. Bruce: Some essentials in the planning of school buildings for community use, p. 361-64. 10. J. J. Donovan: The relations between boards of education, their superintendents, and the architects, p. 364-68. 11. S. A. Challman: The necessity of the adaptation of the building to the school organization, p. 368-70. 12. W. B. Ittner: Standardization of school buildings, p. 370-74. 13. W. T. Foster: Conservation of national ideals in war time, p. 375-76.

Department of Normal Schools.

14. How far should the principle of standardization be followed by normal schools? [by] C. G. Pearce, p. 378-79; [by] J. G. Crabbe, p. 379-82. 15. H. H. Seerley: The normal school and the demands of industrial education, p. 383-85. 16. F. E. Barr: The practical arts, p. 386-90. 17. Mrs. M. G. Barnum: The normal schools and the demand for education in the household arts, p. 390-93. 18. A. H. Sproul: The commercial arts, p. 393-95. 19. C. C. McCracken: A systematic plan for the after-training of normal-school graduates, p. 396-402. 20. Charles McKenny: Growth in service, p. 402-8.

215. **Oregon state teachers' association.** Proceedings of the meeting held at Portland, December 28-29, 1917. Oregon teachers monthly, 22: 313-434, February 1918.

Contains: 1. C. W. Boetticher: Report of committee on retardation, p. 335-39. 2. F. J. Toose: Report of committee on thrift, p. 340-47. 3. Mrs. M. L. Fulkerson: Report of committee on standardization of rural schools, p. 348-57. 4. R. W. Kirk: Report of committee on social service, p. 357-60. 5. F. M. Leavitt: Getting the city boy on the farm in summer as a war measure, p. 363-65. 6. F. M. Leavitt: Vocational guidance, p. 365-68. 7. W. T. Foster: Reeducation of wounded men, p. 371-72. 8. A. N. French: A study of the social sciences in the secondary schools of Oregon, p. 384-86. 9. Mrs. C. H. Castner: Thrift, p. 406-9. 10. L. L. Summers: The manual training schools cooperating with the national government, p. 411-13. 11. O. C. Brown: What the county superintendent may do to assist in food production and conservation, p. 415-18.

216. **Pan American scientific congress.** 2d, Washington, D. C., 1915-1916. Proceedings . . . Section IV, part 1-2, Education. Washington, Government printing office, 1917. 2v. diags. 8°.

217. **Southwest Missouri teachers' association.** Proceedings and addresses of the meeting held at Springfield, October 25-28, 1917. Bulletin Missouri state teachers' association, 3: 1-23, July 1917. (Miss Romaine Roach, secretary, Springfield, Mo.)

Contains: 1. C. A. McMurry: A course of study built up out of large topics, p. 4-5. 2. M. A. O'Rear: The reorganization of secondary education, p. 9-15. 3. W. E. Smith: How to make the parent-teachers' association of most value to the school system, p. 15-18. 4. E. E. Dodd: Personal expression. A new subject for the course of study, p. 18-21.

218. **Virginia educational conference**, Roanoke, Va. Proceedings of superintendents' association, November 1917. Bristol, Tenn., King printing co., 1918. 68 p. 8°. (F. B. Fitzpatrick, secretary-treasurer, Bristol, Va.)

Contains: 1. R. C. Stearnes: The Smith-Hughes bill, p. 28-33. 2. Mrs. B. B. Munford: The coordinate college and state school funds, p. 33-36. 3. F. B. Fitzpatrick: Standards in school financing, p. 36-41. 4. H. E. Bennett: The standards of our small high schools, p. 48-53. 5. J. C. Metcalf: A new-old emphasis in education, p. 54-62. 6. J. P. McConnell: Vocational guidance, p. 62-68.

219. **Washington educational association**. Addresses and proceedings of the thirty-first annual session . . . Tacoma, Wash., October 24-27, 1917. 200 p. 8°. (O. C. Whitney, secretary, Tacoma, Wash.)

Contains: 1. E. L. Cave: Our responsibilities to the children of the state, p. 16-26. 2. L. H. Gulick: The nature and meaning of school spirit, p. 42-45. 3. R. B. von Kleinschmid: An address [Pedagogy not found in books] p. 46-52. 4. G. H. Bohanan: The business management of schools, p. 56-58. 5. Clifford Woody: Educational measurements in the state of Washington, p. 59-62. 6. James Bever: The field of the normal school in extension work, p. 64-69. 7. R. P. Kelly: Physical training as against military training in our high schools, p. 103-10. 8. E. H. Hoyt: How can our schools maintain their efficiency during war times? p. 111-12. 9. Marie Weeks: The effect of supervised study upon the teaching of mathematics, p. 114-19. 10. Myrtle Sholly: The three R's in a socialized school, p. 135-39. 11. M. S. Lewis: Assembling upper grade and high-school pupils, means and ends, p. 147-52. 12. O. C. Goss: Industrial and vocational training, p. 153-56. 13. Almina George: Physical training for girls, p. 176-83.

EDUCATIONAL HISTORY AND BIOGRAPHY.

220. A memorial, Ben Blewett, 1856-1917. Saint Louis, Mo., 1917. 62 p. front. (port.) 12°.
221. **Swift, Fletcher H.** Hebrew education in the family after the exile. Open court, 32: 9-29, January 1918.
222. **Webb, William A.** Milton's views on education. Educational review, 55: 137-48, February 1918.

CURRENT EDUCATIONAL CONDITIONS.

United States.

223. **Dean, Arthur D.** Our schools in war time—and after. Boston, New York [etc.] Ginn and company [1918] 335 p. illus. 12°.

CONTENTS.—I. Bringing the war into the schools.—II. War and community uses of our schools.—III. The field for industrial and trade schools.—IV. Our colleges and technical institutes.—V. The opportunity for manual and household arts.—VI. The work impulses of youth.—VII. Organized boy power vs. military drill.—VIII. Red cross and other community work.—IX. Reeducation of the disabled.—X. Farm cadets.—XI. The organization of a cadet camp.—XII. A summarized program of action.

Discusses the relation of the schools to various community problems of war time. The author tells concretely what the schools of the various warring countries are contributing to war service, and suggests what the schools of America may do, not only in war time but in time of peace as well, to assume their share of civic responsibilities.

224. ———. Our schools in war time—and after. Teachers college record, 19: 1-14, January 1918.

Ways in which the teachers and the pupils can meet the demands of the present.

225. **Ettinger, William L.** The effect of the war on our elementary schools. Educational foundations, 29: 267-70, January 1918.

Discusses the ways in which our daily school work reflects the changed conditions due to the war.

226. **Lamkin, Uel W.** The test of tomorrow for Missouri schools. Rural school messenger, 7: 108-22, January 1918.

The task of the school of to-morrow in fitting the child for work in a larger world.

227. **Levine, Albert J.** The three R's of education and their complement, the three P's. Educational foundations, 29: 280-85, January 1918.

Says the schools must turn out men and women proficient not only in the three R's but also in the three P's of education—Preparedness, Patriotism, and Pan-Democratism.

228. **The national crisis demands a new kind of public school teaching.** American city, 18: 136-38, February 1918.
Discusses the lessons on "Community and national life" published by the U. S. Bureau of education, and edited by Dr. C. H. Judd, of the University of Chicago.
229. **O'Donnell, William Charles.** The Gary system in the crucible of a political campaign. Educational foundations, 29: 270-75, January 1918.
The political campaign in New York and the campaign literature on the Gary system prepared and distributed by both parties.
230. **Phillips, Charles.** The war and the schools. America, 18: 455, 479-80, February 9, 16, 1918.
The effect of the war on school enrollment and its effect along the lines of character-construction
231. **Swindler, R. Earl.** Our schools and a new patriotism. Teacher's journal 17: 307-10, February 1918.
- Foreign Countries.*
232. **Brereton, Cloudealey.** The French child at home and at school. Contemporary review, 113: 56-62, January 1918.
Says that the French child is "a most striking proof that social environment is a far more important factor in education than school."
233. **Clarke, Mary G.** The extension of the school age. Educational news (Edinburgh) 43: 44-45, January 18, 1918.
Discusses the clause in the new Scottish education bill of 1917, which raises the school age from 14 to 15, etc.
234. **The Education bill.** Text of the bill "to make further provision with respect to education in England and Wales and for purposes connected therewith," introduced in Parliament by Mr. Fisher January 14, 1918. Times educational supplement (London) 8: 27-29, January 17, 1918.
235. **Education bill, Scotland.** Educational news (Edinburgh) 42: 685-92, 693-96, December 21, 1917.
Full text of the bill, with comments.
236. **Forsant, Octave.** Keeping school under fire. Atlantic monthly, 121: 247-55, February 1918.
The story by an inspector of schools, of school-keeping in Rheims under bombardment by the Germans. To be followed in a second paper by narratives written by the pupils themselves of their experiences.
237. **Marshall, Edward.** Higher education in England. Pittsburgh school bulletin, 11: 165-72, February 1918.
An interview with Hon. H. A. L. Fisher, giving his plan of education for England, a plan devised for making Britain a happier, healthier, and more efficient nation than any other in the world.
238. **[Munro, Robert.]** The education bill. Educational news, 43: 46-49, January 18, 1918.
Reply of the secretary of Scotland to critics of the new educational bill of 1917.
239. **Rogers, Roswell W.** The secondary schools of Germany. Mississippi educational advance, 7: 14-19, February 1918.
240. **Singh, Saint Nihal.** Recent educational progress in India. Contemporary review, 113: 63-69, January 1918.
Describes the educational activities of the University of Mysore, India, which commenced work on July 1, 1916.
241. **Soo-Hoo, Nettie.** The value of education in the advancement of China. Chinese students' monthly, 13: 201-7, February 1918.
242. **Young, James.** Administrative areas. Educational news (Edinburgh) 43: 24-28, January 11, 1918.
Discusses the provisions of the new Scottish education bill of 1917.

EDUCATIONAL THEORY AND PRACTICE.

243. **Bailey, L. H.** The science element in education. School science and mathematics, 18: 99-103, February 1918.
Abstract of an address before the Central association of science and mathematics teachers, at Columbus, Ohio, November 30, 1917.
The address was divided into two parts: First, an expression of opinion on the traditional division of educational topics into the arts and sciences; second, the contribution of science teaching to the development of civic ideas, particularly to the achievement of democracy.
244. **Benson, Arthur Christopher, ed.** Cambridge essays on education. Cambridge, University press, 1917. xix, 232 p. 8°.
CONTENTS.—Introduction, by Viscount Bryce.—1. The aim of educational reform, by J. L. Paton.—2. The training of the reason, by W. R. Inge.—3. The training of the imagination, by A. C. Benson.—4. Religion at school, by W. W. Vaughn.—5. Citizenship, by Albert Mansbridge.—6. The place of literature in education, by Nowell Smith.—7. The place of science in education, by William Bateson.—8. Athletics, by F. R. Mallin.—9. The use of leisure, by J. H. Badley.—10. Preparation for practical life, by J. D. McClure.—11. Teaching as a profession, by Frank Roscoe.
A volume of essays dealing with underlying aims and principles of education.
245. **Moore, Ernest C.** Formal discipline and the teaching of literature. School and society, 7: 181-87, February 16, 1918.
An address before the New England association of teachers of English, Boston, March 17, 1917.
246. Suggestions of modern science concerning education, by Herbert S. Jennings, John B. Watson, Adolf Meyer, William I. Thomas. New York, The Macmillan company, 1917. 211 p. pl., fold. tab., diagr. 12°.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

247. **Burnham, William H.** Mental health for normal children. Mental hygiene, 2: 19-22, January 1918.
248. **Hilderbrant, Edith L.** The balance between the mental and the physical. Mind and body, 24: 437-44, February 1918.
Results of investigations showing that bodily training is highly essential to the highest intellectual development.
249. **Young, J. W. A.** Remarks on psychological investigations bearing on the disciplinary value of studies. School science and mathematics, 18: 130-38, February 1918.
The disciplinary value of mathematics.

EDUCATIONAL TESTS AND MEASUREMENTS.

250. **Averill, Lawrence Augustus.** A plea for the educational survey. School and society, 7: 187-91, February 16, 1918.
Summarizes the values of the educational survey.
251. **Bobbitt, Franklin.** The plan of measuring educational efficiency in Bay City. Elementary school journal, 18: 343-56, January 1918.
Study based on conditions observed in the schools of Bay City, Mich., devised by Supt. F. A. Gause and introduced in the fall of 1915. The test is a modified examination test, and has proven satisfactory. Illustrated with graphic charts, etc.
252. **Cleveland. Board of education. Division of reference and research.** The arithmetical abilities of school children as shown by Courtis tests. [Cleveland, 1917.] 15 p. tables, diagrs. 8°. (Bulletin No. 1, November 9, 1917.)
C. W. Sutton, director.
253. **Furst, Clyde.** Educational surveys. Columbia university quarterly, 20: 81-90, January 1918.
In conclusion the writer says that "In clearing away obstructions and opening the way for good teaching few implements have proved themselves more useful than the educational survey."

254. **Kephart, Adam Perry.** Clinical studies of failures with the Witmer form-board. *Psychological clinic*, 11: 229-53, January 15, 1918.
255. **Monroe, Walter S.** A report on the use of the Kansas silent reading tests with over one hundred thousand children. *Journal of educational psychology*, 9: 600-608, December 1917.
 "These results are drawn from a large number of States, and are arranged according to the localities from which they come. Criticisms of the tests are discussed, and a comparison is made with the Gray silent reading tests. The author believes that the Kansas tests place more emphasis upon comprehension than upon rate of reading."
256. **Nutting, H. C.** Experimental test of educational values. *Education*, 38: 460-66, February 1918.
 Criticises some of the so-called scientific tests, especially a recent one which attempts to determine whether Latin "functions or not."
257. **Yocum, A. Duncan.** The most immediate concern of educational research during the struggle for democracy. *School and society*, 7: 151-56, February 9, 1918.
 A paper presented before Section I. of the American association for the advancement of science, Pittsburgh, December 29, 1917.
258. **Zerbe, J. L.** Distribution of grades. *Journal of educational psychology*, 8: 575-88, December 1917.
 "The author has made a detailed study of 28,257 grades given at the Carnegie institute of technology. On the basis of this material he discusses the subject of attitudes in grading, and demonstrates the advisability of grading according to a normal distribution curve, which expresses the correlation of mental tests with the grades assigned by instructors for a series of years."

SPECIAL METHODS OF INSTRUCTION.

259. **Eesenwein, Joseph Berg and Stockard, Marietta.** Children's stories and how to tell them. Springfield, Mass., The Home correspondence school [1917]. 253 p. 12°. (The writer's library, ed. by J. B. Eesenwein.)
260. **Whitacre, H. J.** Motion pictures; their effect on school children and their value as a means of instruction. *Midland schools*, 32: 171-76, February 1918.
 Results of a study made in the schools of Waterloo, Des Moines, and Sutherland, Iowa.

SPECIAL SUBJECTS OF CURRICULUM.

261. **National council of teachers of English.** Proceedings of the seventh annual meeting, Chicago, November 29-30 and December 1, 1917. *English journal*, 7: 39-75, January 1918.
262. ———. **Committee on English in the normal school.** Final report. In *English journal*, 7: 29-38, January 1918.
 Walter Barnes, chairman.
 Part 1, History. Part 2, Final tabulation of the data contained in the questionnaires and a few interpretations of the data. Part 3, Principles upon which the English work in a two-year normal course should be based.
263. **Allen, Carrie B.** Some suggestions for the teaching of ancient history in secondary schools. *Education*, 38: 454-59, February 1918.
 "The great aim of ancient history teaching," says the writer, "should be the inspiring of vivid mental conceptions of the ancient peoples and life."
264. **Andress, James Mace.** The teaching of hygiene in the grades. Boston, New York [etc.] Houghton Mifflin company [1918]. 177 p. 12°. (Riverside educational monographs, ed. by Henry Suzzallo).
265. **Atkinson, J. H.** Technical English. *Engineering education*, 8: 199-212, January 1918.
266. **Ballard, P. B.** How to write with the left hand. *School world* (London) 20: 16-19, 43-46, January, February 1918.
 Final papers of series.

267. **Bernard, Luther L.** The teaching of sociology in Southern colleges and universities. *American journal of sociology*, 23: 491-515, January 1918.
A study based on replies to a questionnaire sent out March 1, 1917, to the 139 educational institutions listed in the *World-almanac* as being located within the 14 States called southern. Gives extensive tabulated data.
268. **Blount, Alma.** Of teaching literature. *American schoolmaster*, 11: 49-66, February 15, 1918.
Comments on some of the aspects of literature that may be used in classes to stimulate students mentally and to give body and firmness to discussion.
269. **Dann, Hollis.** Music in the public schools—what constitutes success. *School music*, 19: 7-17, January-February 1918.
Discussion before the music section of the Indiana state teachers' association, Indianapolis, November 1, 1917.
270. **Davis, Alfred.** Valid aims and purposes for the study of mathematics in secondary schools. *School science and mathematics*, 18: 112-23, 208-20, February, March, 1918.
To be continued.
271. **Davison, Walter B.** The history teacher's patriotic opportunity. *Educational review*, 55: 111-16, February 1918.
Says that history, like geography and civics, has been over-formalised, and slow to respond to modern demands. Cites reasons.
272. **Dolch, Edward W., jr.** Selling English. *Education*, 38: 447-49, February 1918.
273. **Driggs, Howard R.** Seeing classics as wholes. *English journal*, 7: 7-14, January 1918.
Urges the necessity of teaching literature from the inspirational viewpoint. Says that the super-scientific attitude in studying English literature is largely responsible for the failure to lead students to appreciate and enjoy the classics.
274. **Education, scientific & humane; a report of the Proceedings of the Council for humanistic studies**, edited by Frederic G. Kenyon. London, J. Murray, 1917. 32 p. 8°.
275. **Flint, Leon Nelson.** Newspaper writing in high schools, containing an outline for the use of teachers. [Lawrence, Kan., 1917] 42 p. illus. 4°.
276. **Gager, C. Stuart.** The near future of botany in America. *Science*, n. s. 47: 101-15, February 1, 1918.
Shows the importance of botany in the curriculum of the colleges and high schools. Discusses the aims and content of advanced botanical education for those intending to enter botany as a profession.
Address delivered before the American association for the advancement of science, Section G, December 29, 1917.
277. **Gould, Frederick J.** History the supreme subject in the instruction of the young. London, Watts, 1918. 15 p. 12°.
"In this pamphlet the main proposition to be argued and illustrated is as follows: That history, understood in a broad, liberal and modern sense, can be, and should be, treated as the supreme subject in the instruction of the young, and that the studies, exercises, and activities which have figured as 'subjects' in the time-tables of the past can be grouped around, and connected with, this supreme subject." p. 3.
278. **Greenlaw, Edwin.** Relating the English to the world crisis. II. The school and the spirit of democracy. *High school journal*, 1: 1-5, February 1918.
Advocates the suspension of the fixed course of study and shows the infinite possibilities of the schools in the present crisis in studying the President's messages, the lessons on community and national life, etc.

279. **Hack, R. K.** The case for humility. *Atlantic monthly*, 121: 222-31, February 1918.
Says that the humanist must learn to practice humility, to abandon his faith in the mechanical and quantitative methods which belong to science, and to set about the task of reinstating the past in the present. He should fight for a positive end, the primacy of the human spirit.
280. **Hadzsits, George Depue.** The value of the classics in modern education. *Alumni register* (University of Pennsylvania) 20: 367-78, February 1918.
An address delivered before the Bucks county teachers' association, at Doylestown, Pa., December 4, 1915. Revised.
281. **Howe, George.** The teaching of Latin in the high school. II. Planning the course. *High school journal*, 1: 5-8, February 1918.
282. **Indiana state council of defense.** Indiana war service text-book for Indiana high schools. Planned by the State council of defense, authorized by the governor, edited and published by the State board of education. [1918] 151 p. illus. 12°.
283. **Lyman, R. L.** Fluency, accuracy, and general excellence in English composition. *School review*, 26: 85-100, February 1918.
A study based on an examination of the themes of 322 freshmen in four high schools, Bloomington, Winnetka, and the University high, Illinois; and Vinton, Iowa. The study includes 59,516 words. The following conclusions were reached: "(1) There appears to be a positive correlation between fluency and accuracy. (2) Approximate excellence in substance and composition seems to be attained most readily by those pupils who write with a reasonable, but not excessive, fluency. (3) General excellence in substance and rhetorical form apparently is accompanied by a reasonable command of the mechanics of writing."
284. **Miles, Dudley.** How can we co-operate in teaching English? *High school quarterly*, 6: 81-87, January 1918.
285. **Mille, A. B. de.** War-books in the schools. *English leaflet*, 19: 1-9, February, 1918.
The problem of adapting war literature to school use. An experiment with a class of average boys.
286. **Morgan, J. C.** The transition period of Athenian education and modern education. *Classical journal*, 13: 272-76, January 1918.
A plea for the classics.
287. **Osgood, Charles G.** The artistic teaching of English. *English journal*, 7: 15-23, January 1918.
Says that the teacher should humanize the subject, to render it the medium for revealing essential facts and values of human life.
288. **Pharr, Clyde.** A year—or more—of Greek. *Classical journal*, 13: 364-71, February 1918.
Advocates, for the first year, the use of a book which will introduce the student at the earliest practicable moment to continuous reading of a Greek author who is intrinsically interesting and worth while.
289. **Sachs, Julius.** Desirability of a syllabus of French and German texts. *Modern language journal*, 2: 139-49, January 1918.
Address before the Association of modern language teachers at convention of Association of colleges and preparatory schools of the middle states and Maryland, Poughkeepsie, N. Y., December 1, 1917.
290. **The school course in history: some precedents and a possible next step.** *History teacher's magazine*, 9: 74-83, February 1918.
Report of a joint committee of the Association of history teachers of the middle states and Maryland and the American historical association.

291. **Scott, Frank W.** What our students say about us. Illinois association of teachers of English bulletin, 10: 1-9, February 1, 1918.
Read at the meeting of the National council of teachers of English, Chicago, November 30, 1917. Students' ideas as to what shortcomings in their preparation may be attributed the failure of graduates from any given high school to pass any given college freshman course in composition.
292. **Seashore, Carl E. and Mount, George H.** Correlation of factors in musical talent and training. In University of Iowa studies in psychology, no. 7. Princeton, N. J., Psychological review company, 1918. p. 47-92. (Psychological monographs, vol. xxv, no. 2, whole no. 108, 1918)
293. **Small, Jennie A.** The beginning of formal number work. Elementary school journal, 18: 357-68, January 1918.
Says that "strong visualization of symbols and of space relationships of numbers assists in the process of abstraction." The work at first should be concrete. Formal work in number usually begins in the second year.
294. **Spink, Josette Eugénie.** French in the pre-high school period. Modern language journal, 2: 157-69, January 1918.
Paper before the 29th Educational conference of the academies and high schools with the University of Chicago, April 13, 1917.
Contains a diagram of pre-high school course.
295. Two reports on the teaching of French. School world (London) 20: 9-12, 46-49, January, February 1918.
A review of two reports on the teaching of French in London secondary schools. The reports were made by six inspectors of the Board of education and by Mr. Cloudesley Brereton, inspector in modern languages to the London county council.
296. **Valentine, C. W.** An inquiry into the value of the study of Latin and Greek. School world (London) 20: 1-6, 39-43, January, February 1918.
To be concluded.
297. **Vinal, William Gould.** Some mechanical aids in nature-study. Nature-study review, 14: 60-73, February 1918.
298. **Waterhouse, R. H.** General science in Amherst junior high school. General science quarterly, 2: 318-36, January 1918.
Presents curriculum of a two-year course in science.
299. **Wiley, Roy A.** Educational ideas and the eight-hour day. New Mexico journal of education, 14: 5-7, February 1918.
From American education, September 1917.
A plea that we educate children not only for their vocations but also for their avocations.
300. **Winbolt, S. E.** The reform of classical education. Athenaeum, no. 4625: 25-27, January 1918.

KINDERGARTEN AND PRIMARY SCHOOL.

301. **Fulmer, Grace.** The use of the kindergarten gifts. Boston, New York [etc.] Houghton Mifflin company [1918] 232 p. front, diagrs., 12°.
302. **Taylor, Randall L., Jr.** Does kindergarten training promote rapid progress through the grades? Kindergarten and first grade, 3: 51-56, February 1918.
Pages 51 to 56 contain notes on Mr. Taylor's study by Professor Henry W. Holmes.
Says that the kindergarten does not seem to serve as a promoter of much greater speed through the grades. Its chief service is to be found in giving the child more wholesome instruction among more wholesome surroundings during the early years of his life.

RURAL EDUCATION.

303. **Bricker, Garland A.** Education in the rural home. American education, 21: 311-12, February 1918.
Parental avocation, education in obedience, moral education, physical education, industrial education, and intellectual education, as found in the country home.

304. **Mardis, S. K.** Why rural school teachers should have rural professional training instead of city training. Ohio teacher, 38: 248-50, January 1918.

Says city-trained teachers can not have spiritual touch with the rural children because city training gives city ideals, city standards, and city-mindedness.

305. **Meade, A. R.** Improvement of the teaching staff of rural schools. Ohio teacher, 38: 251-53, January 1918.

What may be done to improve the rural teaching staff under normal conditions of social life and what may be done during time of war.

306. **Phillips, D. E.** Rural education and consolidation. School and society, 7: 191-94, February 16, 1918.

Advocates federal aid for the rural schools. Says that "Local taxation must be destroyed through conditional national appropriation."

307. Report of a Conference on rural education held at "Simonstone," Hawes, Wensleydale, September 29 and 30, 1917. Athenaeum, no. 4625: 53-60, supplement, January 1918.

308. **Shriber, J. H.** The fundamental points of attack in a successful solution of the problems of rural education and country life in sparsely settled states. Colorado school journal, 33: 18-21, January 1918.

Address at the National conference of rural education, Denver, November, 1917.

SECONDARY EDUCATION.

309. **Allison, R. H.** The junior high. Ohio educational monthly, 67: 54-56, February 1918.

The reorganization of the public schools and the advantages of the junior high school plan.

310. **Bowers, Ross E.** How should the high school prepare for college. Journal of education, 87: 117-18, January 31, 1918.

Believes that the colleges should lower the entrance barriers, extend the number of entrance subjects, and exhibit more common sense in general in regard to the matter than they do now.

311. **Inglis, Alexander.** Principles of secondary education. Boston, New York [etc.] Houghton Mifflin company [1918] 741 p. 12°.

312. **Jones, Arthur J.** The junior high school—its place in the reorganization of education. School review, 26: 110-23, February 1918.

A critical review of the subject in all its phases. As regards the status of the junior high school now in operation, the writer says that the investigator is handicapped at the beginning by lack of adequate data.

313. **Roberts, Alexander C.** Modernizing the high school. Northwest journal of education, 29: 9-13, January 1918.

The place of the high school in the scheme of public education to-day, its development through modernizing the curriculum, etc.

314. **White, R. J.** Cost of high school instruction in Washington. Northwest journal of education, 29: 6-12, February 1918.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

315. **Abbott, Allan.** The English teacher and the world war. English journal, 7: 1-6, January 1918.

President's address at the seventh annual meeting of the National council of teachers of English, November 30, 1917.

316. **Bolton, Frederick E.** How to secure real promotion. Northwest journal of education, 29: 16-18, February 1918.

Thinks that advanced scholarship is the best means of opening the doors of promotion and recommends to the teachers of Washington the attendance upon a summer session in some institution of learning.

317. **Brown, Carroll T.** *Teacher vs. system.* Westonian (Westtown, Pa.), 24: 11-21, January 1918.

Part of an address given before the Educational association at Barnesville, Ohio, December, 1917. Points out the great need of mature cultivated men and women as teachers even for the very young children.

318. **Buncher, W. C.** *The general training of the teacher.* Journal of education (London) 50: 18, 20, January 1918.

319. **Clarke, William F.** *Teacher-qualifications sought by superintendents.* American school board journal, 56: 28-29, 86-87, February 1918.

The superintendent's idea of what constitutes the make-up of a satisfactory teacher, as gleaned from a study of the different schedules used in checking up qualifications and characteristics.

320. **Cornman, Oliver P.** *Retirement system for the public schools of Pennsylvania.* Pittsburgh school bulletin, 11: 137-44, January 1918.

A brief review of the recently enacted measure, giving the provisions of the law and showing the soundness and wisdom of the legislation.

321. **Gage, Harry Morehouse.** *A message to the teachers of South Dakota.* South Dakota educator, 31: 25-26, 35, February 1918.

The teacher's duty in war time.

322. **Gay, Robert M.** *Why teach?* Atlantic monthly, 121: 218-22, February 1918.

Discusses the profession of the teacher.

323. **Purcell, Helen E.** *Poor salaries for teachers as they affect the child.* American school board journal, 56: 23, 83, February 1918.

324. **Ruediger, W. C.** *The spirit of the teaching corps.* School and society, 7: 91-97, January 27, 1918.

Address before the Maryland state teachers' association, November 27, 1917.

Divides the factors upon which the spirit of the teaching corps depends into two groups: (1) those pertaining to personality and (2) those pertaining to administrative policies.

325. **Buetenik, G. A.** *Are the teachers' pension funds in Ohio solvent?* Ohio teacher, 38: 262-65, January 1918.

Gives some figures and facts concerning teachers' pension funds in general, giving particular attention to the financial condition of the Cleveland, Ohio, pension fund.

326. **South Carolina state teachers' association.** *The status of the teaching profession. Report of the Committee of the State teachers' association of South Carolina, 1917; Reprinted by permission from the Proceedings. Columbia, S. C., The University, 1917. 12 p. 12°.* (Bulletin of the University of South Carolina, no. 61, October 1917)

HIGHER EDUCATION.

327. **Adams, John.** *The student's guide.* London, The University of London press, 1917. 296 p. 12°.

Presents the following topics: Taking oneself in hand, Plan of campaign, Manipulation of the memory, Nature of study and thinking, Mode of study, Reading, Textbooks and books of reference, Listening and note-making, Translation and essay-writing, Examinations.

328. **Beasley, Thomas Quinn.** *The war, the colleges and the universities.* Catholic educational review, 15: 140-46, February 1918.

Gives statistics showing the enrollment of freshmen in colleges and universities in October, 1916, and October, 1917.

329. **Chamber of commerce of the United States of America. Committee of statistics and standards.** *The economic significance of the state university.* Washington, D. C., 1917. 11 p. illus. 4°. (Special bulletin, July 30, 1917)

History, revenues, achievements, etc., of state universities.

330. **Church, C. C.** The place of the small country college. *American schoolmaster*, 11: 1-9, January 15, 1918.
The policies and methods of the country college.
331. [Harvard university] The teaching of economics in Harvard university, a report presented by the Division of education at the request of the Department of economics. Cambridge, Harvard university press; London, H. Milford, 1917. 248 p. plates, diagrs. 12°.
332. **Keller, A. G.** The B. A. degree in America. *Scientific monthly*, 6: 142-56, February 1918.
Says that the degree has been too lavishly conferred; it has been cheapened "to the verge of meaninglessness." Advocates a required course of study.
333. **Lincoln, Edmond E.** The tutorial system in the division of history, government, and economics of Harvard university. *American Oxonian*, 5: 14-19, January 1918.
This is the seventh article in a general survey of the various adaptations of English methods in American universities.
334. **MacCracken, John Henry.** Pooling of college interests as a war measure. *History teacher's magazine*, 9: 70-73, February 1918.
An address delivered before the Association of American colleges, January 12, 1918.
Says that the necessities of war require not only some kind of pooling of educational interests, but also some kind of an administrator of education at Washington to whom the various governmental departments can present their educational needs. Proposes an administrator of education to rank with the food administrator and the fuel administrator and to occupy a seat in the War Council.
335. [Mexico. Boletín de la Universidad. Órgano del Departamento universitario y de bellas artes. Tomo I, num. 1, December 1917. 339 p., 8 plates. illus., plates. 8°. Office: Lic. Verdad 2. Mexico D. F.]
336. **Nutting, H. C.** Latin and the A. B. degree. *School and society*, 7: 121-26 February 2, 1918.
A discussion of the article by Dr. Elliot making a plea for the abolition of the Latin requirement for the A. B. degree.
337. **O'Shea, M. V.** College fraternities. *Mother's magazine*, 13: 124-25, February 1918.
The evils and the value of college fraternities.
338. ——— Types of war service. *Wisconsin journal of education*, 50: 1-8, January 1918.
Some new types of service performed by the University of Wisconsin in serving the nation in war time.
339. **Robertson, David Allan.** The quarter-centennial celebration of the University of Chicago, June 2 to 6, 1916. Chicago, Ill., The University of Chicago press [1918] 234 p. col. front., plates, ports, plans. 8°.
340. **Sachs, Julius.** Junior colleges in California. *Educational review*, 55: 117-25, February 1918.
341. **Smith, Kirby F.** The degree of master of arts at Johns Hopkins university. *Educational review*, 55: 126-32, February 1918.
Says that the master's degree is distinctly a graduate degree, therefore, the candidate for it should have gained the baccalaureate degree from a college in good standing. Two years of study are required for this degree at the Johns Hopkins university.
342. **Thwing, Charles F.** An intellectual equivalent of "student activities." *North American review*, 207: 230-43, February 1918.
Relating studies to problems of real life, for example, making pure mathematics into applied mathematics, etc.

SCIENTIFIC RESEARCH.

343. **Thatcher, R. W.** The relation of the state university to research work in war times. *Scientific monthly*, 6: 124-27, February 1918.

Says that the State universities are the agencies to which the Government has the right to look for research assistance in winning the war. A plea for more efficiency in laboratory and shop.

SCHOOL ADMINISTRATION.

344. **Alexander, Carter.** Translating school statistics for the public. *Teachers college record*, 19: 34-42, January 1918.

345. **Clarke, Earle.** The growth of cities and their indebtedness for schools. *Elementary school journal*, 18: 377-81, January 1918.

Summarization and analysis of an investigation by the Russell Sage foundation of the indebtedness of American city school systems. Concludes that rapid growth is a reason and an excuse for large school indebtedness.

346. **Hargitt, Charles W.** Vital statistics and the schools. *School and society*, 7: 126-30, February 2, 1918.

Gives a summarized outline of a proposed plan of vital statistics as related to education.

347. **Julian, Brother.** The making of reports and their value. *Catholic educational review*, 15: 131-39, February 1918.

Thinks that reports are of little value to parents and of less value to teachers.

348. **Martin, A. S.** Waste in supervision. An analysis of school supervision. *American school board journal*, 56: 32-33, February 1918.

349. **Talbert, Wilford E.** Are we spending too much money on our schools? *California taxpayers' journal*, 2: 13-16, January 1918.

Efficient school purchasing.

SCHOOL MANAGEMENT.

350. **Laird, S. B.** School discipline. *American schoolmaster*, 11: 17-23, 67-71, January 15, February 15, 1918.

351. **Ricciardi, Nicholas.** Departmental teaching in the grammar school. *Education*, 38: 450-53, February 1918.

Says that the departmental school, under proper supervision is making the average pupil more efficient socially.

352. **Robinson, W. T.** Marking systems. *High school quarterly*, 6: 106-11, January 1918.

353. **Stitt, Edward W.** Suggestions to young teachers. *McEvoy magazine*, 10: 333-39, February 1918.

Helpful suggestions for the young teacher in class management, etc.

354. **Winslow, Ada.** Dormitory discipline. *High school quarterly*, 6: 112-16, January 1918.

SCHOOL ARCHITECTURE.

355. **Brinckloe, William Draper.** Planning the schoolhouse in war time. *American school board journal*, 56: 27-28, February 1918. illus.

The 3-room school.

SCHOOL HYGIENE AND SANITATION.

356. **Baker, S. Josephine.** Classroom ventilation and respiratory diseases among school children. *American journal of public health*, 8: 19-26, January 1918.
 Paper read before the Sociological section of the American public health association, October 20, 1917, Washington, D. C.
 A study of 5,533 pupils in 76 classrooms in 12 schools operated under three different types of ventilation, conducted during a five-month period in the late fall, winter, and early spring.
357. **Conboy, Fred J.** Rural dental inspection. *School* (Toronto, Canada) 6: 397-400, February 1918.
 Dwells on the urgent necessity of dental inspection of rural school pupils.
358. **Kerr, James.** Standards of height for school children. *School hygiene* (London) 8: 101-15; December 1917.
 Conditions in London described. Results of measurements; stature and intelligence, rhythm in growth, and determination of standard values set forth. References: p. 115.
359. **Penn, Byron.** A schoolmaster's notes on growth of scholars. *School hygiene* (London) 8: 116-25, December 1917.
 Gives statistical data. To be continued.
360. **Rice, Gordon W.** Medical inspection of public school children. *American school board journal*, 56: 25-26, February 1918.
 Gives statistics of medical inspection for Pennsylvania and Washington.
361. **Rossman, John G.** A practical health survey. *Arkansas teacher*, 6: 3-6, January 1918.
 Gives the results of a survey of the school children of Stuttgart, Ark., to ascertain the health conditions of pupils in the third, fourth, and sixth grades.
362. **Thompson, A. Hugh.** The importance of ophthalmic supervision in nursery schools. *Child* (London) 8: 178-80, January 1918.

PHYSICAL TRAINING.

363. **Johnson, George Ellsworth.** Physical education from the recreative viewpoint. *Mind and body*, 24: 447-53, February 1918.
 Read at the annual convention of the State teachers association of Pennsylvania, Harrisburg, Pa.
364. **Beilly, Frederick J.** A rational classification of boys and girls for athletic competition. *American physical education review*, 23: 13-24, January 1918.
365. **Sargent, Dudley A.** Civilization and athletic feats. *Journal of sociologic medicine*, 18: 402-7, December 1917.
 Advocates the adoption of a universal system of all-round physical education in every school and college. Traces the history of athletics in Greece and Rome.
 Paper read at the 42d annual meeting of the American academy of medicine, New York city, June 5, 1917.

PLAY AND PLAYGROUNDS.

366. **Ross, Edward A.** Adult recreation as a social problem. *American journal of sociology*, 23: 516-28, January 1918.
 Discusses the social value of public playgrounds, recreation fields, and community theatres.

SOCIAL ASPECTS OF EDUCATION.

367. **Finney, Ross L.** Sociological principles fundamental to pedagogical method. *Educational review*, 55: 91-110, February 1918.
 A criticism of Dewey's "Democracy and education," which, says the writer, "overemphasizes the deliberative, conscious aspects of individual and social life, and in as many ways slurs over the value of habit, drill and social compulsion."

368. **Metsdorf, A. E. and Campbell, Walter.** The neighborhood center movement. *Playground*, 11: 542-48, February 1918.

Chapters from a forthcoming book.

369. **Rankin, Jeannette.** Schoolhouses as democracy center. *Indiana instructor*, 2: 24-25, February 1918.

By a member of Congress from the state of Montana.

370. **Robbins, Charles L.** The school as a social institution; an introduction to the study of social education. Boston, New York [etc.] Allyn and Bacon [1918] xxv, 470 p. 12°.

Presents a survey of the school designed to set forth in a brief yet moderately comprehensive manner the social significance of its educational work, its relation to other institutions and forces, its function as a determining and controlling force, its work as a protective agency, and its service as a community center.

371. **Wilson, H. B.** Socializing the school. *Kansas teacher*, 6: 10-12, February 1918.

Abstract of an address before the city superintendents of Kansas at the Emporia state normal school.

CHILD-WELFARE.

372. **Millard, Columbus Norman.** A parent's job. Boston, Chicago, The Pilgrim press [1917] 227 p. 12°.

373. **Newsholme, Arthur.** The enemies of child life. *Nineteenth century and after*, 83: 76-98, January 1918.

MORAL EDUCATION.

374. **Cates, E. E.** Moral education in the public school. *Education*, 38: 467-73, February 1918.

Says that it is possible to teach morality without sectarianism; a fact which is demonstrated every day in the public schools.

5. **Folsom, Joseph K.** The social psychology of morality and its bearing on moral education. *American journal of sociology*, 23: 433-90, January 1918.

In the teaching of morality less stress must be laid upon motives and virtues, and more stress upon facts and results. Discusses the subject under two heads: (1) The psychological origins of morality; (2) Sociological and educational bearings.

An elaborate study of 58 pages.

376. **Willson, Wilhelmine Putnam.** The child that does not stumble. Boston, R. G. Badger, Toronto, The Copp Clark co., limited [1917] 151 p. 12°.

RELIGIOUS EDUCATION.

377. **Finley, John H.** Week-day religious instruction. *Religious education*, 13: 5-8, February 1918.

Also in *Educational foundations*, 29: 343-47, February 1918.

An address by the Commissioner of education of New York at the meeting in Carnegie Hall, New York city, November 12, 1917.

378. **Galloway, Thomas Walton.** The use of motives in teaching morals and religion. Boston, Chicago, The Pilgrim press [1917] 187 p. 12°.

379. **Holtz, Adrian Augustus.** A study of the moral and religious elements in American secondary education up to 1800. Menasha, Wis., 1917. 86 p. 8°.

Thesis (Ph.D.) University of Chicago, 1914.

MANUAL AND VOCATIONAL TRAINING.

380. **Federal board for vocational education.** Bulletin, nos. 2-4. Washington, Government printing office, 1917-1918. 3 v. 8°.
- No. 2, Circular of information for use in training conscripted men for service as radio and buzzer operators in the United States Army, 14 p. No. 3, Emergency training in shipbuilding. Evening and part-time classes for shipyard workers, 71 p. No. 4, Mechanical and technical training for conscripted men (Air division, U. S. Signal corps), 47 p.
381. **Laselle, Mary A.** Causes of the success or the failure of first-year boys in a vocational school. *Elementary school journal*, 18: 369-76, January 1918.
- Investigation made in the Newton vocational school, Mass. Not an exhaustive survey. Facts secured during a series of individual interviews with "a large number of first-year boys, some of whom would be labeled 'successful,' while the others, if judged by ordinary standards, would be considered 'failures.' "
382. **Maple, E. O.** A program for vocational education for war service. *Teacher's journal*, 17: 310-14, February 1918.
- The vocational education program for Indiana.
383. **Snedden, David.** The practical arts in general education. *Teachers college record*, 19: 15-33, January 1918.
- "Contains a series of proposals for the reorganization of the theory of industrial, commercial, agricultural, and household arts with special reference to their employment as means of general education for pupils from twelve to sixteen years of age."
384. **Stilwell, Katherine M.** The course in printing in the university elementary and high schools, the University of Chicago. *Elementary school journal*, 18: 333-42, January 1918.
- Discusses value of printing as a practical school activity, also its humanistic tendencies. Gives outline of work, and equipment of school.
385. **Tubbs, Eston V.** The part-time plan in the Centralia (Ill.) township high school. *School review*, 26: 101-9, February 1918.
- Describes the cooperative plan between the Centralia township high school and the Illinois Central railroad company shops. In the operation of the plan two boys constitute a unit. While one boy is in school the other is working in the shops.
386. **U. S. Bureau of labor statistics.** Industrial experience of trade-school girls in Massachusetts. October 1917. Washington, Government printing office, 1917. 275 p. tables. 12°. (Bulletin, whole no. 215. Women in industry series, no. 10)
387. **Winters, T. Howard.** The school's duty to train workers. *Ohio educational monthly*, 67: 51-53, February 1918.
- Says we must seek out the needs of industry and industrial workers, co-operate with employers and labor organizations, use the practical operations in the plants for our laboratories and the trained men of the shops as our teachers.

AGRICULTURAL EDUCATION.

388. **Jordan, Whitman H.** The future of agricultural education and research in the United States. *Science*, n. s. 47: 125-34, February 1918.
- Vice-presidential address before Section M of the American association for the advancement of science.
- Discusses the internal policy of the agricultural colleges and experiment stations. Criticizes centralization of authority and the budget system, which threaten "the efficiency of agricultural education and research."

COMMERCIAL EDUCATION.

389. **Davis, Roy.** Business practice in elementary schools. Cambridge, Mass., Harvard university [1917] 31 p. 8°. (Harvard bulletins in education [no. VI, October 1917].)

390. **Lomax, Paul S.** Significant results of Missouri and New Mexico commercial education surveys. *School review*, 26: 73-84, February 1918.

The above-mentioned surveys were authorized by the commercial departments of the state teachers' associations. The Missouri survey was made in 1916; the New Mexico survey in 1917. They were undertaken to establish "a constructive and comprehensive program of state-wide standardization of commercial education." Sums up the results of the surveys.

391. **Swiggett, Glen Levin.** Training for business. *School and society*, 7: 97-104, January 26, 1918.

PROFESSIONAL EDUCATION.

392. **Arnold, Horace D.** Medical education, medical interns and the war. *Journal of the American medical association*, 70: 451-54, February 16, 1918.

393. **Clayton, S. Lillian and Jammé, Anna C.** How secondary school principals and teachers can help push national preparedness in nursing. *American journal of nursing*, 18: 391-98, February 1918.

394. **Poston, Adele S.** Teaching in a training school for nurses. *American journal of nursing*, 18: 382-87, February 1918.

Cites the history of nursing; methods of teaching in various schools; minimum requirements of class rooms, etc.

395. **Strong, Anne Harvey.** Some problems in the training of school nurses. *American education*, 21: 302-6, February 1918.

CIVIC EDUCATION.

396. **Dunn, Arthur W.** Training in the duties of citizenship. 24 p. 8°. (Massachusetts. Board of education. Bulletin, 1917, no. 8.)

397. **Phillips, James D.** Teaching patriotism. *Education*, 38: 443-46, February 1918.

Says that history is the "great storehouse of patriotism." Lessons should be drawn from the lives of great heroes and defenders of liberty and democracy.

398. **Talbot, Winthrop, comp.** Americanization. Principles of Americanism; essentials of Americanization; technic of race-assimilation; annotated bibliography. New York, The H. W. Wilson company, 1917. lii, 320 p. 12°. (The handbook series.)

REEDUCATION OF WAR INVALIDS.

399. **Hutt, Cecil William.** The future of the disabled soldier . . . London, Bale, sons & Danielson, ltd. [etc.] 1917. x, 199 p. plates. 12°.

400. **McMurtrie, Douglas C.** Re-educating German war-cripples at Düsseldorf. *Boston medical and surgical journal*, 178: 182-87, February 7, 1918.

EDUCATION OF WOMEN.

401. **Weaver, W. D.** Types of schools for the higher education of women. [Charlottesville, Va.] 1918. 7 p. 8°.

402. **Weiss, Alma Joachimson.** The German women's struggle for higher education. *School and society*, 7: 161-65, February 9, 1918.

EDUCATION OF DEAF.

403. **Johnson, Richard O.** The deaf and psychic development. *Education*, 38: 425-42, 508-17, February, March 1918.

Sketches the history of the education of the deaf; mental capacity classified; methods of instruction, etc.

404. **Jones, John W.** One hundred years of history in the education of the deaf in America and its present status. *American annals of the deaf*, 63: 1-47, January 1918.

Early attempts to found schools for the deaf, changes in the teaching force, industrial and vocational training, school books, etc.

405. **Leonard, Eleanor C.** The fiftieth anniversary of the founding of the Clarke school, Northampton, Mass. *Volta review*, 20: 45-65, January 1918.

History of the Clark school for the deaf, founded in 1867. Fully illustrated with portraits of founder and teachers. For an account of an historical pageant presented on the occasion of the anniversary see pages 31-44.

406. **Morgenstern, Louise I.** The mental factor in lip-reading. *Volta review*, 20: 14-17, January 1918.

407. **Pintner, Rudolf.** Some conclusions from psychological tests of the deaf. *Volta review*, 20: 10-14, January 1918.

Among other conclusions the writer says that the Binet-Simon scale is impracticable as arriving at any adequate measure of the deaf child's general intelligence.

EXCEPTIONAL CHILDREN.

408. **Anderson, Meta L.** Education of defectives in the public schools. With an introd. by Henry H. Goddard. Yonkers-on-Hudson, N. Y., World book company, 1917. 104 p. diags. 12°. (School efficiency monographs)

409. **Clark, L. Pierce.** A consideration of conduct disorders in the feeble-minded. *Mental hygiene*, 2: 23-33, January 1918.

A study of high-grade feeble-minded children. Work in schools. Cites cases in the public schools of New York city.

410. **Glueck, Bernard.** A study of 608 admissions to Sing Sing prison. *Mental hygiene*, 2: 85-151, January 1918.

A report of the work of the psychiatric clinic at Sing Sing from the time of its establishment, August 1, 1916, to April 30, 1917. Many interesting cases cited with school records, etc.

411. **Swift, Walter Babcock.** Speech defects in school children, and how to treat them. Boston, New York [etc.] Houghton Mifflin company [1918] 129 p. 12°. (Riverside educational monographs, ed. by Henry Suzzallo)

412. **Teas, Elizabeth H.** A report of a survey of the children in the ungraded classes in the borough of the Bronx. *Ungraded*, 3: 75-82, January 1918.

EDUCATION EXTENSION.

413. **Dana, John Cotton.** Schools and museums. *Public libraries*, 23: 60-63, February 1918. illus.

414. **Winkler, Helen.** Laggards at night school. *Survey*, 39: 462-63, January 26, 1918.

Discusses the problems of un-Americanization and illiteracy among immigrants. Makes a plea for cooperation between the school and factory. Cites reasons why the night school is inadequate to cope with the question of the illiteracy of the foreign adult worker.

LIBRARIES AND READING.

415. **Hall, Mary E.** A day in a modern high school library. *Public libraries*, 23: 51-59, February 1918. illus.

Describes the library of the Girls' high school, Brooklyn, N. Y., of which the author is librarian.

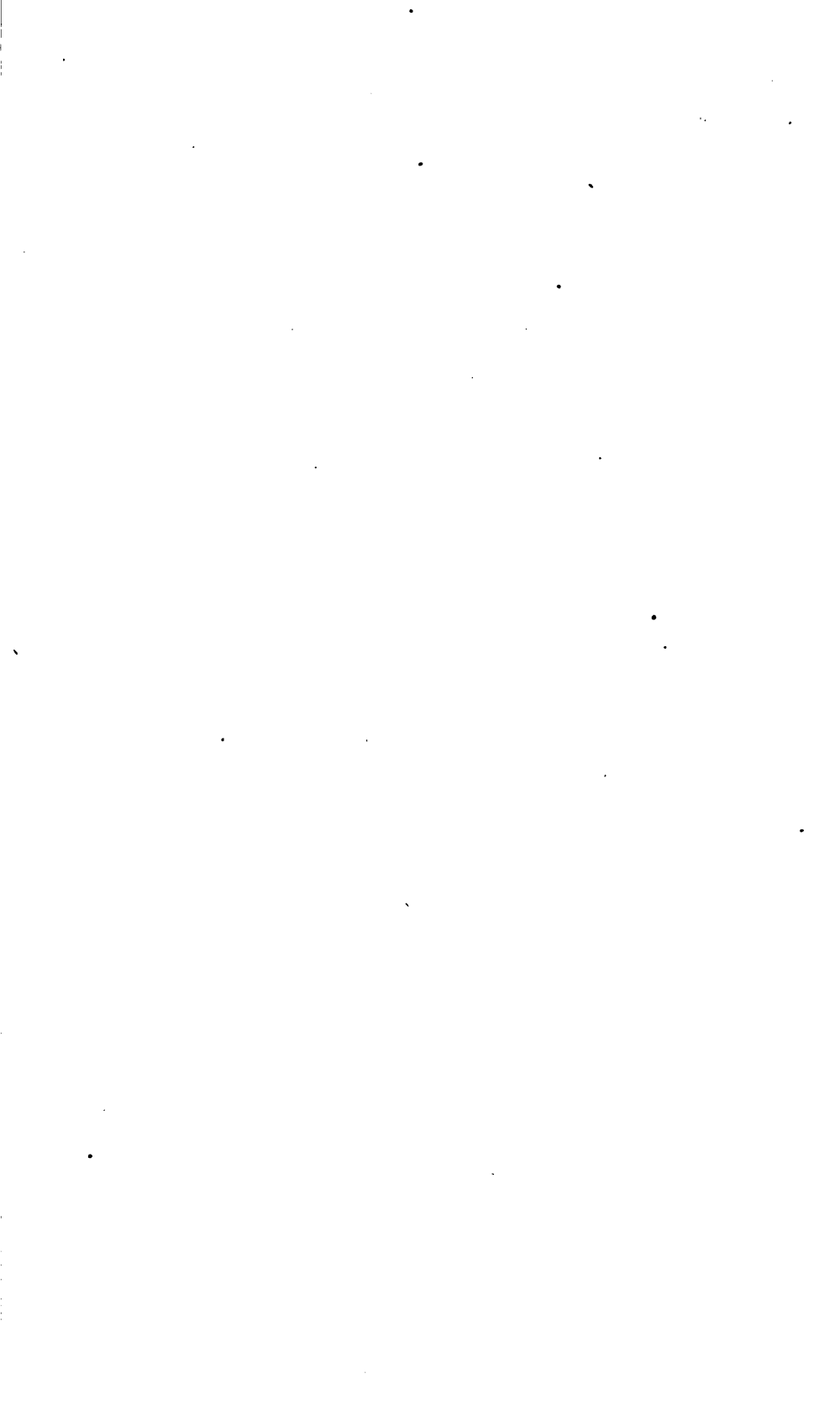
416. **Hazeltine, Alice I., comp.** Library work with children. Reprints of papers and addresses. White Plains, N. Y. and New York city, The H. W. Wilson company, 1917. 396 p. 12°. (Classics of American librarianship, ed. by Arthur E. Boetwick)

417. **Jennings, J. T.** A plea for advanced instruction in library summer schools. *School and society*, 7: 156-60, February 9, 1918.

Shows the need of a more special and advanced type of instruction in library science in summer schools, where library workers, who have already had technical training, may find adequate equipment for the satisfactory solution of their problems.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

418. *Educational directory, 1917-18.* Washington, 1918. 200 p. (Bulletin, 1917, no. 43)
419. *Lessons in community and national life.* Washington, 1918. 6 pamphlets. 32 p. each. (Community leaflets, nos. 13-18)
- No. 13.—Lesson A-16: Caste in India. Lesson A-17: American mining law. Lesson A-18: Local and national governments. Lesson A-19: Active citizenship.
- No. 14.—Lesson B-17: The development of a system of laws. Lesson B-18: How state laws are made and enforced. Lesson B-19: The commission form of city government and the city manager. Lesson B-20: The church as a social institution.
- No. 15.—Lesson C-17: Custom as a basis for law. Lesson C-18: Cooperation through law. Lesson C-19: How the city cares for health. Lesson C-20: The family and social control.
- No. 16.—Lesson A-20: Private control of industry. Lesson A-21: Borrowing capital for modern business. Lesson A-22: The commercial bank and modern business. Lesson A-23: The services of money.
- No. 17.—Lesson B-21: National standards and the Bureau of Standards. Lesson B-22: Financing the war. Lesson B-23: Thrift and war savings.
- No. 18.—Lesson C-21: Before coins were made. Lesson C-22: The minting of coins. Lesson C-23: Paper money. Lesson C-24: Money in the community and the home.
420. *The preparation and the preservation of vegetables;* by Henrietta W. (alvin) and Carrie A. Lyford. Washington, 1918. 24 p. (Bulletin, 1917, no. 47)
421. *Report of the Commissioner of education for the year ended June 30, 1917.* Vol. 2. Washington, 1917. 692 p.
422. *Secondary schools and the war.* Washington, 1918. 4 p. (Secondary school circular no. 1, January 1918)
423. *The story of a boy who did not grow up to be a tall strong man.* Washington, 1917. 16 p. (School sanitation leaflet no. 1, October 1917)
424. *Summer sessions of city schools;* by W. S. Deffenbaugh. Washington, 1918. 45 p. (Bulletin, 1917, no. 45)
425. *The township and community high school movement in Illinois;* by Horace A. Hollister. Washington, 1917. 48 p. plates. (Bulletin, 1917, no. 35)
426. *The work of American colleges and universities during the war. Report of the work of the university section of the Committee on engineering and education of the advisory commission of the Council of national defense.* Washington, 1917. 13 p. (Higher education circular no. 5, December 15, 1917)
427. *The work of American colleges and universities during the war. Report on the contribution of higher institutions to the national service.* Washington, 1918. 21 p. (Higher education circular no. 6, January 1918)





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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1918, NO. 12

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

APRIL, 1918



WASHINGTON
GOVERNMENT PRINTING OFFICE
1918

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Boy scouts—Child welfare—Religious education—Manual and vocational training—Vocational guidance—School gardens—Commercial education—Professional education—Reeducation of war invalids—Education of women—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

423. **Pennsylvania state educational association.** Proceedings of the sixty-eighth meeting, held at Johnstown, December 26-29, 1917. Pennsylvania school journal, 66: 275-335, January 1918.

Contains: 1. L. E. McGinnes: A phase of modern education for girls—the home school, p. 282-85. 2. C. A. Herrick: Growth and status of commercial education in America, p. 287-90. 3. J. G. Becht: The place of physical education in the schools and suggestions concerning a course for different types of schools, p. 292-95. 4. F. C. Morgan: The American junior Red cross, p. 296-98. 5. C. R. Dooley: Corporation schools, their work and their co-operation with the public schools, p. 302-305. 6. William McAndrew: Efficiency of schools through vocational guidance and placement, p. 305-309. 7. John McDowell: Responsibility of the schools for the development of Christian character for world leadership, p. 310-12. 8. M. G. Brumbaugh: Taxation and the schools, p. 313-14. 9. A. F. West: Our educational birthright, p. 327-30.

Department of County Superintendents.

10. T. A. Bock: Vocational high school in rural districts, p. 349-52. 11. E. J. Tobin: The school-home project outline, p. 353-54. 12. J. H. Landis: How may the superintendent be most helpful in visiting the schools? p. 354-57. 13. E. M. Rapp: Standard rural schools, p. 357-59. 14. E. J. Tobin: Work of country life directors, p. 360-62.

Department of City and Borough Superintendents.

15. L. P. Dennis: City high school and agricultural production, p. 372-74. 16. J. W. Bancroft: Coordinating medical inspection, physiology, hygiene, and physical training, p. 374-77.

Graded School Department.

17. J. D. Ripple: Supervised study, p. 378-81. 18. Ida J. Nieman: Expressive activities in the elementary school, p. 381-82.

EDUCATIONAL HISTORY AND BIOGRAPHY.

429. **Bowdoin college.** Addresses delivered at public services at Bowdoin college, October twenty-fourth, nineteen hundred and seventeen—and other tributes to the memory of President William DeWitt Hyde. New Brunswick, Me., Bowdoin college, 1917. 37 p. front. (port.) 8°.
430. **Boyd, William.** Greek education. *Educational news* (London) 43: 70-71, 82-83, February 1 and 8, 1918.
Ancient Greek educational ideals discussed.
431. **Graves, Charles A.** Martin Dawson: a friend of education and of the University of Virginia. *Alumni bulletin of the University of Virginia*, 11: 15-29, January 1918.
The life of Martin Dawson and his service to education.

CURRENT EDUCATIONAL CONDITIONS.

United States.

432. **Ashley, R. L.** War problems of the schools. *Sierra educational news*, 14: 126-29, March 1918.
Opportunities for reorganization and some possible improvements arising from the war.
433. **Crumpacker, H. C.** The war and our schools. *Northwest journal of education*, 29: 9-12, March 1918.
Some of the problems that the school will have to face on account of the war.
434. **Educational administration and supervision**, vol. 4, no. 1, January 1918. (Education and the war.)
Contains: 1. G.D. Strayer: The administration of public education in war time, p. 1-9. 2. L. D. Coffman: The war and the curriculum of the public schools, p. 11-22. 3. Alexander Inglis: The war and secondary education, p. 23-32. 4. David Snedden: The war and vocational education, p. 33-40. 5. W. W. Charters: The war and methods of instruction, p. 41-48. 6. W. C. Bagley: The training of teachers as a phase of democracy's educational program, p. 49-52.
435. **Georgia. Department of education.** [Educational surveys of the counties of Georgia] by M. L. Duggan, rural school agent. No. 15-21. [Atlanta?] 1917-18. 7v. illus., ports. maps. 8°.
CONTENTS.—15. Brooks County.—16. Hart County.—17. Heard County.—18. Spalding County.—19. Towns County.—20. Jones County.—21. Wilkinson County.
436. **Jones, Robert W.** Manufacturing democrats. *South Dakota educator*, 31: 7-9, March 1918.
A comparison of the educational methods of Germany and America.
437. **Levine, Albert J.** The new education and the war. *School*, 29: 257, 265, 273, 283, February 21, 28, March 7, 14, 1918.
"Educational needs of the day and the future as seen by the class teacher conscious of the defects of the conventional curriculum and methods . . . Advocates the junior high school and its attending régime."
438. **Los Angeles, Cal. City school district.** Los Angeles city schools and the war. Report on the war organization of Los Angeles city schools from the beginning of the war to February 1, 1918. 84 p. 8°. (City school publication no. 10)
439. **MacCracken, John H.** A national department of education. *Nation*, 106: 256-57, March 7, 1918.
Advocates the establishment of a national department of education, with a secretary entitled to a seat in the President's cabinet. Discusses the educational activities of the Government.
440. **Smith, Montgomery C.** Importance of training now to prepare for great post-war responsibilities. *American education*, 21: 357-58, March 1918.
441. **Smith, Payson.** Some present-day educational obligations. *Journal of education*, 87: 257-58, March 7, 1918.
Abstract of an address at the Newton (Mass.) vocational school.
The obligations upon boys and girls to remain in school.

442. **Wood, George A.** The world crisis. Ohio educational monthly, 67 : 96-101, March 1918.

Discusses the share school men and women of the state have in the problem of educating the people to an understanding of the meaning and needs of our present and our future situation. The subject is discussed under the following headings: Dynamic enthusiasm; Patriotic education of the community at large; Increased participation of the schools in war service; Patriotic education in the schools; Cooperation with influential persons and organizations; The exercise and encouragement of intelligently loyal utterances; and Need for organization—Superintendents natural leaders.

Foreign Countries.

443. **Costre, C.** L'instruction publique et la guerre en Angleterre. Revue pédagogique, 71 : 539-62, December 1917.

Discusses the movement for educational reform in England, with special reference to Mr. Fisher's Education bill.

444. **Cooper, Clayton Sedgwick.** The Brazilians and their country. New York, F. A. Stokes company [1917] xvi, 403 p. plates, map. 8°.

Contains: Chapter VIII, Education, p. 100-17. Chapter XXIV, Languages, libraries and literature, p. 342-55. Chapter XXVII, The newspaper as an international medium, p. 378-91.

445. **Delany, Mark A.** Jean-Robert Flambard, potache. London, G. Bell and sons, Ltd., 1917. 119 p. illus. 12°.

An account of the experiences of a boy attending a French lycée, written to introduce French student life to English boys after the manner of Tom Brown at Rugby.

446. **Dennett, Tyler.** The missionary schoolmaster who began with outcastes, now teaches the Rajah's sons. Asia, 18: 211-17, March 1918. illus.

Describes some conspicuous instances of successful achievement during the generation just past by missionary schoolmasters in the Orient.

447. **Forsant, Octave.** School children of France. Atlantic monthly, 121: 401-7, March 1918.

A further record from Rheims, comprising compositions by four pupils relating their experiences during the bombardment of the city, and extracts from M. Forsant's journal of life at Rheims.

448. **Hopkinson, Sir Alfred.** The education bill. Contemporary review, 113 : 152-60, February 1918.

Says that the two changes proposed which will most directly affect the industries of England are: (1) The raising of the age for full compulsory attendance at school to 14 years; (2) the compulsory attendance of "young persons" at continuation schools up to the age of 18.

449. **King-Harman, M. J.** British boys; their training and prospects. London, G. Bell & sons, 1917. 254 p. front. 12°.

450. A liberal education for all. Parent's review (London) 24 : 82-134, February 1918. Papers read at the Parent's educational union, London, January 23, 1918.

EDUCATIONAL THEORY AND PRACTICE.

451. **Alexander, F. Matthias.** Man's supreme inheritance; conscious guidance and control in relation to human evolution in civilization. With an introductory word by Prof. John Dewey. New York, E. P. Dutton & company [1918] xvii, 354 p. 12°.

This whole book is concerned with education in its larger sense. The writer also touches on educational problems in their narrower sense, especially in his criticisms of repressive schools on the one hand and schools of "free expression" on the other.

452. **Brinsley, John.** Ludus literarius; or, The grammar schoole; edited with introduction and bibliographical notes by E. T. Campagnac. Liverpool, The University press; London, Constable & co. Ltd., 1917. xxxix, xxvii, 363 p. 8°.

A reproduction of the 1627 edition of this work.

453. **Morgan, Arthur E.** Education; the mastery of the arts of life. Atlantic monthly, 121 : 337-46, March 1918.

Says that in the school of the future the mastery of the arts or occupations of life will be the end and aim of education. The method of education will be the practice of those arts.

454. **Willett, G. W.** Permanence of pupil interests. *School and society*, 7 : 325-30, March 16, 1918.

Results of an investigation to determine how long a high school boy and girl will be interested in one subject, and to find out if the occupation which appeals to the youngster of to-day will appeal with equal strength one year hence.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

455. **Austin, B. F.** Rational memory training. London, W. Rider & son, limited, 1917. 187 p. 12°.

A series of articles on memory, its practical value, its phenomenal powers, its physiological basis, the laws which govern it, the methods of improving it, attention, association and arrangement of ideas, causes of defective memory, mnemonics, the use and abuse, etc., etc., with hints and helps in memorizing figures, lists of words, prose and poetic literature, new languages, etc.

456. **Gates, Arthur Irving.** Recitation as a factor in memorizing. New York, The Science press [1917] 104 p. tables, diagrs. 8°. (*Archives of psychology*, no. 40. *Columbia university contributions to philosophy and psychology*, vol. XVI, no. 1)

457. **Hug-Hellmuth, H. von.** A study of the mental life of the child. *Psychanalytic review*, 5 : 53-92, January 1918.

Translated from the German by J. J. Putnam and Mabel Stevens. To be continued.

458. **Lyon, Darwin Oliver.** Memory and the learning process. Baltimore, Warwick & York, inc., 1917. 179 p. tables. 8°.

459. **Zigler, Michael J.** The child and school entrance. *Pedagogical seminary*, 25 : 23-57, March 1918.

Bibliography: p. 54-57.

Discusses (1) Physiological development, (2) Mental development, (3) Pathology, morbidity, and mortality, and (4) Pedagogical and hygienic considerations.

EDUCATIONAL TESTS AND MEASUREMENTS.

460. **Boston.** Department of educational investigation and measurement. Arithmetic; the value to the teacher, to the principal, and to the superintendent of individual and class records from standard tests. Boston, Printing department, 1917. 83 p. tables, diagrs. 8°. (*Bulletin XIII. School document no. 22, 1917, Boston public schools*)

461. **Breed, Frederick S.** The comparative accuracy of the Ayres handwriting scale, Gettysburg edition. *Elementary school journal*, 18 : 458-63, February 1918.

An experiment devised to measure the comparative accuracy of the revised Ayres handwriting scale, called the Gettysburg edition, and the three-slant edition published by the same author.

462. **Heckert, J. W.** The Cleveland survey tests in arithmetic in the Miami valley. *Elementary school journal*, 18 : 447-57, February 1918.

The object of the tests was to ascertain the quality of work done along abstract lines (1) in the several systems individually, (2) in all the city and village schools as compared with all the one-room rural schools, and (3) in the city, village, and rural school as compared with the Cleveland schools.

463. **Jones, Edward Safford.** The influence of age and experience on correlations concerned with mental tests. Baltimore, Warwick & York, inc., 1917. 89 p. 12°. (*Educational psychology monographs*, no. 22 in the series, ed. by J. R. Angell)

464. **King, Irving, and M'Crory, James.** Freshman tests at the State university of Iowa. *Journal of educational psychology*, 9 : 32-46, January 1918.

"Seven tests . . . were given to 544 freshmen. Correlations of the test scores with each other and with class standing are presented, and individual cases are described."

465. **Koos, Leonard V.** The determination of ultimate standards of quality in handwriting for the public school. *Elementary school journal*, 18 : 423-46, February 1918.

The writer says his article constitutes "an illustration of the method of standard-setting which looks into the social need for an ability. It grows out of an investigation into the quality of handwriting actually used and demanded in purely social and in vocational activities." Illustrated with graphs.

466. **McConaughy, James L.** The worship of the yardstick. *Educational review*, 55 : 191-200, March 1918.

Criticizes the efficiency tests so much in vogue in modern education; the over-emphasis laid on vocational education, etc. Says that there is a danger to-day of making teaching mechanical and machine-like.

467. **Maxfield, Francis N.** Some mathematical aspects of the Binet-Simon tests. *Journal of educational psychology*, 9 : 1-12, January 1918.

References, p. 12.

468. **Pintner, Rudolf, and Anderson, Margaret M.** The picture completion test. Baltimore, Warwick & York, inc., 1917. 101 p. tables, diagrs. 12°. (*Educational psychology monographs*, ed. by Guy Montrose Whipple, no. 20)

469. **Porteus, S. D.** The measurement of intelligence: six hundred and fifty-three children examined by the Binet and Porteus tests. *Journal of educational psychology*, 9 : 13-31, January 1918.

"The author compares the performance of normal and feeble-minded children in the Porteus maze tests, points out the characteristic defects revealed by them, and makes a detailed study of the relation between Porteus scores and Binet mental age. Interesting sex differences are brought to light, and results are given of the use of the tests with delinquents and with deaf and dumb children."

470. The Stanford revision and extension of the Binet-Simon scale for measuring intelligence, by Lewis M. Terman, Grave Lyman, George Ordahl, Louise Ellison Ordahl, Neva Galbreath, and Wilford Talbert, assisted by Harbert E. Knollin, J. H. Williams, H. G. Childs, Helen Trost, Richard Zeidler, Charles Waddle, and Irene Cuneo. Baltimore, Warwick & York, inc., 1917. 179 p. tables, diagrs. 12°. (*Educational psychology monographs*, no. 18)

471. **Wallin, J. E. Wallace.** A further comparison of scattering and of the mental rating by the 1908 and 1911 Binet-Simon scales. *Journal of delinquency*, 3 : 12-27, January 1918.

Binet-Simon tests on feeble-minded children.

472. **Willing, Matthew H.** The measurement of written composition in grades IV to VIII. *English journal*, 7 : 193-202, March 1918.

The tests made in written composition in connection with the school surveys of Denver, Colo., and Grand Rapids, Mich.

SPECIAL METHODS OF INSTRUCTION.

473. **Collette, A.** Les projections cinématographiques dans l'enseignement. *Revue pédagogique*, 71 : 601-10, December 1917.

474. **Engel, E. F.** The laboratory method in theory and practice. *Modern language journal*, 2 : 215-26, February 1918.

Method of teaching German.

475. **Sumstine, David B.** A comparative study of visual instruction in the high school. *School and society*, 7 : 235-38, February 23, 1918.

Gives the results of a memory test given to determine the value of the motion picture as a form of instruction.

SPECIAL SUBJECTS OF CURRICULUM.

476. **Andrews, Arthur.** Oral expression: its place in the cycle of learning. *English journal*, 7 : 118-24, February 1918.

Says that oral expression is a means of giving order and stability to our ideas; it is a means of completing the learning process.

477. **Barber, Fred D.** The reorganization of high-school science. School science and mathematics, 18 : 247-62, March 1918.
478. **Barnes, Frank C.** Shall German be dropped from our schools? Modern language journal, 2 : 187-202, February 1918.
A symposium of opinions of men of prominence in the United States—those engaged in business science, letters, and administration.
479. **Beebe, Clara H.** Lesson plan in geography relating to the Great war. Normal instructor and primary plans, 27 : 38-39, 67, April 1918.
A lesson plan of ten lessons relating to Germany as taught in 6B grade in the Robert Treat school, Newark, N. J.
480. **Bonner, H. R.** Teaching thrift in the schools. Normal instructor and primary plans, 27 : 15-16, 72, April 1918.
In conclusion the writer says: "Teach the child how to earn money honestly, how to invest it wisely, how to sacrifice for the common good, and how to utilize every moment of his leisure time, and you will have fulfilled one of the greatest missions of the public school—the teaching of thrift."
481. **Boynton, Percy H.** Literature in the light of the war. English journal, 7 : 77-86, February 1918.
Read before the National council of teachers of English, November 30, 1917.
482. **Brown, H. A.** The teaching of Latin. Wisconsin journal of education, 50 : 37-40, February 1918.
The results of an extended investigation of Latin ability in secondary schools which has been conducted during the past four years and which is to be published under the title "An experimental study of ability in Latin."
483. **Caldwell, Otis W., and others.** The course in natural science in the University elementary school. Elementary school journal, 18 : 410-22, February 1918.
To be continued.
484. **Certain, C. C.** Organizing for patriotic work in English classes. English journal, 7 : 177-86, March 1918.
The organizing of English classes in Detroit to assist in the Liberty loan drive.
485. **Cruckshank, A. H.** The future of Greek. Oxford, B. H. Blackwell, 1917. 25 p. 8°.
486. **Cutting, Starr Willard.** Modern languages in the general scheme of American education. Monatshefte für deutsche sprache und pädagogik, 19 : 25-34, February 1918.
Paper read before the section for the teaching of modern foreign languages of the Wisconsin teachers' association, November 2, 1917.
487. **Dodd, E. E.** Personal expression in the high school. Quarterly journal of speech education, 4 : 40-46, January 1918.
"The agencies employed by personal expression in developing personality and conversational ability are the following: (1) A large amount of group conversation work; (2) a large amount of field work; (3) the working out of assigned projects; (4) the study at first hand of the personality and conversational success of others; (5) the reading of the literature which relates directly to the purposes of the subject; (6) a limited number of instruction lessons."
488. **Farmer, A. N., and Huntington, Janet Rankin.** Food problems. To illustrate the meaning of food waste and what may be accomplished by economy and intelligent substitution. Boston, New York [etc.] Ginn and company [1918]. 90 p. 12°.
489. **Farnham, C. Evangeline.** Devices for teaching oral French. Modern language journal, 2 : 203-14, February 1918.
490. **Fisher, Willard J.** Some opinions on college physics teaching. Science, n. s. 47 : 182-185, February 22, 1918.
Says that students should not be permitted to take a purely textbook course in elementary physics; the laboratory should invariably accompany the recitation.
491. **Forbes, George M.** The teaching of foreign languages and the national spirit. Journal of the New York state teachers' association, 5 : 1-4, February 1918.
Résumé of an address delivered at the annual meeting of the Associated academic principals of New York state, December 28, 1917, at Syracuse, N. Y.
Says, in conclusion, that the whole energy of the nation should be used for the realization of the ideal of one language, one national spirit, one flag.

492. **Goode, J. Paul.** A course in economic geography. School and society, 7 : 216-22, February 23, 1918.
Read at the Columbus, Ohio, meeting of the Central association of science and mathematics teachers.
Outlines three courses in geography: (1) The elements of geography, (2) Economic geography, and (3) Commercial countries.
493. **Hauch, Edward Franklin.** A few popular misconceptions with regard to language study. School and society, 7 : 277-84, March 9, 1918.
Concerning the study of foreign languages.
494. **Herring, Bertha F.** Training in the technique of speech in the high school. Quarterly journal of speech education, 4 : 12-18, January 1918.
Read before the National convention of academic teachers of public speaking, Chicago, December 28, 1917.
495. **Jarvis, Charles H.** The teaching of history. Oxford, At the Clarendon press; London, New York [etc.] H. Milford, 1917. 240 p. 12°.
496. **Jones, Anna S.** Latin in the grades again. Classical journal, 13 : 436-41, March 1918.
Commends Latin work in the grades. Says that it serves to illuminate English grammar, and helps the student to learn habits of concentration. "The exactness of the language enables him to see results when he does try to be accurate."
497. **McCroaky, Cecile B.** The administration of English in the high-school curriculum. English journal, 7 : 108-17, February 1918.
Study based on a questionnaire addressed to the heads of the English departments of 100 of the first-grade high schools of Ohio.
498. **Martin, Earl W.** Types of teaching in introducing the high-school freshman to formal algebra. Educator-journal, 18 : 349-56, March 1918.
499. **North Carolina.** State normal and industrial college, Greensboro. The teaching of modern languages in the high school, by Hinda Teague Hill, Christine R. Reincken, Vivian Hill, Grace Riddle. [Greensboro, N. C., 1918] 54 p. 8°. (Bulletin, vol. VII, no. 3, February 1918.)
500. **O'Shea, M. V.** Old-fashioned vs. new-fashioned education. Mother's magazine, 13 : 234-35, 259, March 1918.
Compares the value of algebra and Latin with the new subjects of the curriculum.
501. **Padin, José.** The teaching of English in the higher grades. Porto Rico school review, 1 : 23-29, December 1917.
Some suggestions for teachers in teaching English to Porto Ricans.
502. **Painter, George S.** The problem of language study. American education, 21 : 348-56, March 1918.
The professional use of language, language as a medium of literature, language study and our mother tongue, and time given to language study.
503. **Phillips, Charles.** Not German, but Germanism. America, 18 : 585-86, March 16, 1918.
Says that German in our schools has been too often Germanism. Shows the insidious danger in the textbooks in use.
504. **Quaife, M. M.** Some suggestions to teachers of history concerning the Great war. Wisconsin journal of education, 50 : 41-42, February 1918.
505. **Sorenson, Fred S.** The teaching of oral English. Education, 38 : 536-40, March 1918.
506. **Teaching**, vol. 3, no. 10, December 15, 1917. (Oral English in the high school.)
Contains: 1. F. L. Gilson: Interpretive oral English, p. 4-9. 2. E. R. Barrett: Debate and oratory in the high school, p. 9-14. 3. F. L. Gilson: High-school dramatics, p. 14-20. 4. E. B. Gordan: Community drama, p. 20-22. 5. Miss Z. C. Bauman: Public speaking in the high school, p. 23-24. 6. C. O. Smith: Socialized English, p. 24-28. 7. E. E. Dodd: Personal expression, p. 28-30.
507. **Tibbetts, Gladys C.** Better high-school plays. English journal, 7 : 98-107, February 1918.
Inveighs against the farce-comedies which seem to be most popular for high-school production as weak, silly, and trivial. Gives an extensive list of standard plays suitable for high schools.

508. Todd, T. W. German in our public schools. *Education*, 38 : 531-35, March 1918.

Writer says that whatever the result of the war may be the German language can not be entirely ignored any more than German history can be ignored.

509. Wells, Hugh N., and O'Neill, J. M. Judging debates. *Quarterly journal of speech education*, 4 : 76-82, January 1918.

510. Wilcox, Susan E. The double period in English. *Illinois association of teachers of English bulletin*, 10 : 1-10, March 1, 1918.

The use of the double period in the high school English course of Springfield, Ill., as a part of the general plan for supervised study.

511. Wilkins, Lawrence A. The American and the foreign teacher of foreign languages. *Bulletin of high points in the teaching of modern languages in the high schools of New York City*, 2 : 1-4, February 1918.

An analysis of the characteristics of the two types of foreign language teachers with suggestions for the improvement of each.

KINDERGARTEN AND PRIMARY SCHOOL.

512. Shute, Mary C. The practice of democracy in the kindergarten. *Kindergarten and first grade*, 3 : 89-94, March 1918.

RURAL EDUCATION.

513. Bricker, Garland A. Rural teachers and the war. *Progressive teacher*, 24 : 30-31, March 1918.

The first of two articles presenting ways and means whereby rural teachers may help to win the war.

Also in *American education*, 21 : 355-58, March 1918; and in *Nebraska teacher*, 20 : 299-300, March 1918.

514. Hanson, C. C. What the rural schools in the South must be and do after the world war. [Washington? D. C., 1918] 32 p. 4°.

A paper prepared and read by C. C. Hanson, of Memphis, Tenn., before the National conference on rural education and country life, called by the United States commissioner of education, at Washington, D. C., February 20-23, inclusive, 1918.

515. Heeter, N. E. Reaching communities through rural schools. *Indiana instructor*, 2 : 21-25, March 1918.

516. Schultzberg, George. Consolidation of schools. *Sierra educational news*, 14 : 132-35, March 1918.

Discusses the subject of consolidation in California. Gives the objections and obstacles to the movement, some advantages, and how consolidation may be accelerated.

SECONDARY EDUCATION.

517. Illinois. University. High school conference. *Proceedings . . . November 22-24, 1917. Urbana, University of Illinois, 1918.* 354 p. 8°. (*University of Illinois bulletin*, vol. 15, no. 15, December 10, 1917)

Contains: 1. H. A. Hollister: The call of the hour to the high schools, p. 9-12. 2. Helen C. Putnam: Dynamic health instruction, p. 22-30. 3. B. G. Beals: Statistics on vocational guidance in the high schools of Illinois, p. 25-39. 4. H. G. Schmidt: Preparation of teachers to take up vocational guidance, p. 39-41. 5. A. J. Burton: The use of the card index and catalogue of traits, p. 41-46. 6. W. N. Brown: The school employment bureau, p. 48-50. 7. Celestine L. Rice: Equipment of biological laboratories, p. 51-52. 8. T. J. McCormack: "In the beginning was the Word," p. 114-19. 9. R. C. Moore: Conflicting educational ideals, p. 155-63. 10. Mr. Widger: The English teacher's bit, p. 175-77. 11. Bees East: Better everyday English, p. 179-83. 12. Human geography; a second year-course in high school geography, p. 190-222. 13. F. D. Crawshaw: The relation between drawing and design and the manual arts, p. 227-31. 14. H. O. Rugg and J. B. Clark: A fourth report on the standardization of first year mathematics, p. 235-41. 15. L. S. Jones: The junior high school mathematics of the seventh and eighth grades, p. 263-61. 16. Amanda Lewerenz: A half year's trial of supervised study, p. 274-77. 17. H. V. Stearns: Musical America: the high school as its nucleus, p. 292-96. 18. Lydia Clark: Problems and possibilities for physical education in public schools, p. 299-304. 19. Rose M. Gyles: Some problems and possibilities of physical training in high schools equipped with gymnasiums, p. 304-13. 20. A. F. Lyle: Problems of American democracy, p. 347-53.

518. Briggs, Thomas H. A national program for secondary education. *School and society*, 7 : 301-6, March 16, 1918.

An address delivered before the National council of education at Atlantic City, February 26, 1918.

Advocates giving the U. S. Bureau of Education increased dignity and support and making the Commissioner a member of the Cabinet.

519. Horn, P. W. The junior high school. *Ohio educational monthly*, 67 : 94-96, March 1918.

This article appeared in one of the recent reports of Supt. P. W. Horn, of Houston, Texas. It shows the good results that have materialized from the junior high school.

520. Hunt, Agnes. The war and the secondary education of girls in France. *History teacher's magazine*, 9 : 131-34, March 1918.

521. Maphis, Charles G. First aid to high school teachers. *Virginia journal of education*, 11 : 245-48, February 1918.

Article IV.—Terminology in education.

522. Moskowitz, David H. New demands on secondary schools. *Educational review*, 55 : 220-27, March 1918.

Secondary schools and the demands imposed by the conditions of war and after-war life. Thinks it would be advisable that the secondary school curriculum in the first two years should be composed of those courses which are fundamental to any line of endeavor.

523. O'Shea, M. V. The effects of the war on secondary schools. *Wisconsin journal of education*, 50 : 31-35, February 1918.

The bad effects of the war on the schools, blessings in disguise, etc.

Editorial comment.

524. Price, Pedr. The new junior high school at Futuria. *American school board journal*, 56 : 32-33, 81, March 1918.

Continued from February issue. To be continued.

525. Simmons, J. Paxton. The anomaly of the junior high school. *School and science review*, 1 : 53-60, January 1918.

Also in *Southern school journal*, 29 : 31-37, February 1918.

Thinks the junior high school has not fulfilled the purposes which it was claimed it would accomplish. Says that justification lies only in its socializing importance.

526. Williams, L. A. A war problem of secondary education. *High school journal*, 1 : 1-2, March 1918.

The problem of preparing our secondary students for the future.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

527. American association of university professors. Report of the Committee of the American association of university professors on academic freedom in wartime. *School and society*, 7 : 241-54, March 2, 1918.

A. O. Lovejoy, chairman.

Also in *Bulletin of the American association of university professors*, 4 : 29-47, February-March 1918.

"This report on academic freedom in wartime has been laid before the General committee on academic freedom and academic tenure, and has been approved by it."

528. Basic principles in the making of a salary schedule for teachers. The findings of the Evanston, Illinois, committee of teachers. *American school board journal*, 56 : 26-27, 83, March 1918.

Outlines the fundamental facts under the following headings: Fundamental bases of salaries; Principles affecting salary schedules; The rating plan; The plan for determining promotion and salary increases; The salary schedule.

A reply of the Board of education of Evanston, Ill., to the report is contained in the *Journal of education*, 87 : 215-17, February 21, 1918.

529. Case, Hiram C. Co-operation with the state department. *Journal of the New York state teachers' association*, 5 : 11-16, February 1918.

How the teacher can be of help to the state department of education.

530. Chancellor, William E. The future of salaries for Ohio teachers. *Ohio teacher*, 38 : 294-96, February 1918.

Changed conditions and teachers' salaries.

531. **Cook, R. E.** Ethics of the teaching profession. *Journal of education*, 87 : 207-8, February 21, 1918.
532. **Dorsey, Susan M.** The professional growth of teachers. *Sierra educational news*, 14 : 82-84, February 1918.
Reward for professional growth, growth through organization, supervision as growth, etc.
533. **Evans, C. E.** Evolution of the Texas normal schools. *American school*, 4 : 41-44, February 1918.
534. **Foght, Harold W.** Efficiency and preparation of rural school teachers. *Kansas teacher*, 6 : 22-23, March 1918.
535. **Janeway, Theodore C.** Outside professional engagements by members of professional faculties. *Educational review*, 55 : 207-19, March 1918.
Paper read at Association of American universities, November 10, 1917. Discusses outside professional work of members of medical faculties; clinical teaching, etc.
536. **Krebs, Henry C.** The criticism of teachers. *American school board journal*, 56 : 25-26, March 1918.
The problem of administering criticism in such a way as to be most effective for the result to be obtained.
537. **Meriam, Lewis.** Principles governing the retirement of public employees. New York, London, D. Appleton and company, 1918. xxx, 477 p. 8°. (The Institute for government research. Principles of administration)
Includes among the topics treated the retirement of teachers.
538. **Moore, Ernest Carroll.** [Address at the inauguration exercises, at Los Angeles state normal school, January 5, 1918.] *Sierra educational news*, 14 : 69-71, February 1918.
Deals with the importance of the elementary school and the duty of the normal school to it.
539. **New Jersey.** Pension and retirement fund commission. Report. [Newark, N. J., 1918] 20 p. tables. 4°.
540. **Purcell, Helen E.** Helping teachers through rating. *Ohio teacher*, 38 : 302-3, February 1918.
Gives several methods of rating teachers as used in different school systems.
541. **Society of college teachers of education.** Practice teaching for prospective secondary teachers; committee reports and papers by A. R. Mead, Romiett Stevens, H. G. Childs, W. G. Chambers, and co-operating members, presented at the meeting of the Society of college teachers of education, Detroit, February 21-22, 1916. Cedar Rapids, Ia., The Torch press [1916?] 74 p. 8°. (Educational monographs, no. VII. Publications no. 12)
542. **Storey, Thomas A.** The health habits of the teacher. *Journal of the New York state teachers' association*, 5 : 19-22, February 1918.
Some suggestions to teachers for taking care of their health.
Also in *Pedagogical seminary*, 25 : 58-64, March 1918.
543. **Wagner, Charles A.** One distinctive feature of training the teacher in service. *American school board journal*, 56 : 18, 83, March 1918.
The reading of books of pedagogy as the chief ingredient of the prescription for further training for the teacher in service.
544. **Wood, Will C.** Suggestions of the adjustment of teachers' salaries. *Western journal of education*, 24 : 4-5, February 1918.
Address delivered before the Berkeley teachers, February 5, 1918.

HIGHER EDUCATION.

545. **Cook, A. K.** About Winchester college, to which is prefixed De collegio Wintoniensi by Robert Mathew. London, Macmillan and co., limited, 1917. 583 p. front. (fold. pl.) plates, facsimis. 8°.
546. **Engeln, Oscar Diedrich von.** Concerning Cornell. Ithaca, Geography supply bureau, 1917. 455 p. front., illus., plates, ports. 12°.

547. **Falconer, Robert A.** A distinctive feature of the English-speaking university suggested by George Washington. *Pennsylvania gazette*, 16 : 553-59, March 1, 1918.
Address delivered at the University day exercises, held at the University of Pennsylvania, February 22, 1918.
548. **Lange, Alexis F.** The junior college—what manner of child shall this be? *School and society*, 7 : 211-16, February 23, 1918.
Address before the Junior college section of the California teachers' association, Los Angeles, December 20, 1917.
The guiding principles and policies of the junior college.
549. **Leask, W. Keith.** *Interamna borealis*, being memories and portraits from an old university town between the Don and the Dee. Aberdeen, The Rosemount press, 1917. 376 p. front. (port.) plates. 8°.
Relates to Aberdeen university, Scotland.
550. **Macan, Reginald Walter.** Religious changes in Oxford during the last fifty years; a paper read before the Oxford society for historical theology in Christ church common room, Thursday, June 14, 1917. London, New York [etc.] H. Milford, Oxford university press, 1917. 48 p. 8°.
551. **Maclean, Neil N.** Life at a northern university. 4th ed. With introd. and notes by W. Keith Leask, M. A. Aberdeen, The Rosemount press, 1917. 352 p. front. (port.) plates (incl. ports.) 8°.
Describes life at Aberdeen university, Scotland.
552. **Tupper, Frederic Allison.** A graduate school of education for Harvard. *Journal of education*, 87 : 227-30, February 28, 1918.
553. **Wenley, R. M.** The Oxford doctorate of philosophy. *Educational review*, 55 : 201-6, March 1918.
Reasons for establishing the degree of Ph. D. Gives the essential provisions of the Statutes in so far as they affect American candidates.

SCHOOL ADMINISTRATION.

554. **Dietrich, H. O.** Some fallacies in raising school money. *American school board journal*, 56 : 30-31, 82, March 1918.
555. **Johnson, G. L. H.** The county as the unit of school government. A comparison. *Virginia journal of education*, 11 : 258-62, February 1918.
A general comparison of the essential differences between the district system and the county system.
556. **McConnell, J. P.** Opportunity of the school trustee. *Virginia journal of education*, 11 : 263-69, February 1918.
Address delivered before the Trustees' association of the Roanoke conference.
Discusses a few of the *extra legal* opportunities that are open to the trustee.
557. **Stoops, E. O.** The use of score cards for judging textbooks. *American school board journal*, 56 : 21-22, March 1918.
558. **Wirt, William E.** Getting the maximum use of our school facilities. *American city*, 18 : 219-22, March 1918.

SCHOOL MANAGEMENT.

559. **Wilson, H. B.** Training pupils to study. Baltimore, Warwick & York, inc., 1917. 72 p. 16°.

SCHOOL ARCHITECTURE.

560. **Llewellyn, J. C.** The building question with relation to schools. *American school board journal*, 56 : 19-20, March 1918.
The problems before school boards in relation to school building programs and the war.

SCHOOL HYGIENE AND SANITATION.

561. **Kent County, Mich. Committee on county nursing.** Rural school nursing in Kent County, Michigan, under the supervision of the Kent County board of supervisors, in affiliation with the American red cross town and country nursing service. [Grand Rapids, Mich., West Michigan printing co., 1917] 22 p. illus., tables, diagrs. 8°.
Philo C. Fuller, chairman.
562. **Putnam, Helen C.** High school public health campaigning. School and home education, 37 : 130-33, February 1918.
From an address on "Dynamic health instruction" given before the High-school conference at the University of Illinois, November 24, 1917. See also item 517 (2).

PHYSICAL TRAINING.

563. **National collegiate athletic association.** Proceedings of the twelfth annual convention, held at New York city, December 28, 1917. 84 p. 8°. (Frank W. Nicolson, secretary-treasurer, Middletown, Conn.)
Contains: 1. Walter Camp: Report on Navy training camp activities, p. 11-12. 2. Reports of districts [on athletics and the war] p. 13-36. 3. P. E. Pierce: The president's address [College athletics and the war] p. 47-52. 4. W. H. P. Fancee: Athletics for the service of the nation, p. 52-58. 5. J. E. Raycroft: Training camp activities, p. 59-65. 6. G. E. Vincent: Address [on inter-collegiate athletics and the war] p. 65-70.
564. **The Eurhythmics of Jaques-Dalcroze.** Introd. by Professor M. E. Sadler . . . 2d and rev. ed. London, Constable & company, ltd., 1917. 64 p. front. (port.), plates. 8°.
565. **Fisher, George J.** Physical training in the army. American physical education review, 23 : 65-76, February 1918.
Read before the Athletic research association, New York city, December 27, 1917.
The work of the Y. M. C. A. in the camps in the United States and the work in France.
566. **Storey, Thomas A.** The state military training camp for boys, Peekskill, New York, July, 1917. American physical education review, 23 : 81-90, February 1918.
Presented before the Society of directors of physical education in American colleges, New York city, December 29, 1917.
Contains the program for daily work.

BOY SCOUTS.

567. **Evans, Arthur W., jr.** Scouting and the formation of scout troops in public schools. Educational standards, 5 : 25-28, March 1918.
The aims, objects and programs of the Boy scout organization.

CHILD-WELFARE.

568. **Macartney, Douglas Halliday.** Boy welfare. London, P. S. King and son, ltd., 1917. 40 p. front. (ports.) 8°.
569. **National child labor committee, New York.** Child welfare in Oklahoma. An inquiry by the National child labor committee for the University of Oklahoma, under the direction of Edward N. Clopper, Ph. D., secretary of the Northern states. New York city, National child labor committee [1918] 285 p. front. (map) 8°.
CONTENTS.—Introd. [by] E. N. Clopper.—Public health work [by] Gertrude H. Folks.—Recreation [by] Gertrude H. Folks.—Education [by] Elizabeth Howe Bliss.—Child labor [by] L. W. Hine.—Agriculture [by] C. E. Gibbons.—Juvenile courts and probation [by] Mabel Brown Ellis.—Institutional care of children [by] Mabel Brown Ellis.—Home finding [by] Mabel Brown Ellis.—Poor relief [by] Eva Joffe.—Parentage, property, and general protection [by] W. H. Swift.—Administration [by] W. H. Swift.
570. **Scharlieb, Mary.** How to enlighten our children; a book for parents. London, Williams and Norgate, 1918. 202 p. 12°.

571. **Taylor, Florence I., comp.** Child labor, education, and mothers' pension laws in brief. New York city, National child labor committee, 1917. 84 p. 8°. ([National child labor committee, New York] Pamphlet 249)

RELIGIOUS EDUCATION.

572. **Hall-Quest, Alfred L.** Teaching what nature demands. *Education*, 38 : 518-24, March 1918.

Emphasizes the value of school hygiene and the hygiene of the child; religious training, etc. Deprecates any efforts towards denominationalism, but says it is "altogether worthy of the teacher to interpret life in the terms of the religious instinct." Would like to see a book compiled containing the most inspiring sections of all the sacred books of all religions for a reading book in English courses.

573. **Wilm, Emil Carl.** Religion and the school. New York, Cincinnati, The Abingdon press [1918] 53 p. 16°.

MANUAL AND VOCATIONAL TRAINING.

574. **Branford, Victor V.** A craft university. *Athenaeum* (London) no. 4626:79-82, February 1918.

An appeal for a university where the arts and crafts shall be taught.

575. **Brown, George A.** [Trade training and the Smith-Hughes law.] *School and home education*, 37 : 122-23, February 1918.

Condemns the doctrines of David Snedden and the plans of C. A. Prosser as represented in the carrying out of the Smith-Hughes law, as opposed to the democracy for which we are now fighting.

576. **Douglas, Paul H.** Apprenticeship and its relation to industrial education. *Pedagogical seminary*, 25 : 65-74, March 1918.

A sketch of the origin and history of apprenticeship education.

577. **Greenberg, A. Benton.** Co-operative courses. *Manual training magazine*, 19 : 227-30, March 1918.

An experiment in the co-operative plan of vocational education which has been given a trial in New York city.

578. **U. S. Federal board for vocational education.** *Bulletins* 5-9. Washington, 1918. 5v.

No. 5, Vocational rehabilitation of disabled soldiers and sailors, 112 p.—No. 6, Training of teachers for occupational therapy for the rehabilitation of disabled soldiers and sailors, 76 p.—No. 7, Emergency war training for motor-truck drivers and chauffeurs, 75 p.—No. 8, Emergency war training for machine-shop occupations, blacksmithing, sheet-metal working, and pipe-fitting, 48 p.—No. 9, Emergency war training for electricians, telephone repairmen, linemen, and cable splicers, 31 p.

Bulletins 5 and 6 are also published as senate documents 166 and 167, 65th Congress, 2d session,

VOCATIONAL GUIDANCE.

579. **Brewster, Edwin Tenney.** Vocational guidance for the professions. Chicago, New York, Rand McNally & company [1917] 211 p. illus. 12°.

580. **Cohen, I. David.** Investigation into the vocational information of eighth year pupils. *Current education*, 22 : 38-44, February 1918.

An investigation conducted in all the graduating classes of the schools of the Borough of Richmond, New York city, at the close of the school term, January 1917.

SCHOOL GARDENS.

581. **Watson, C. W.** The school home-garden project. *Nebraska teacher*, 20 : 293-97, March 1918. illus.

Home-gardens in Nebraska. The value of the work and the results.

COMMERCIAL EDUCATION.

582. **Phillips, Mrs. M. A.** An experiment in teaching business correspondence to a first-year high school class. *English journal*, 7 : 125-28, February 1918.

PROFESSIONAL EDUCATION.

583. **Delano, Jane A.** The woman's great profession of the future. *Journal of the Association of collegiate alumnae*, 11 : 417-23, March 1918.
The American Red cross and the need for nurses. Speaks of special courses in this time of emergency.
584. **Douglas, Paul H.** Red cross institutes for home service. *School and society*, 7 : 271-77, March 9, 1918.
The establishment and work of the institutes for home service. Gives a list of the institutions giving courses for training civilian relief workers.
585. **Farrell, James C.** Report of committee on medical schools and hospitals. *Albany medical annals*, 39 : 66-72, February 1918.
A study of a number of the western medical schools with their allied hospitals, undertaken by Doctors Farrell and Gorman for the faculty of the Albany medical college, N. Y.
586. **Mann, C. R.** The effect of the war on engineering education. *Engineering education*, 8 : 230-35, February 1918.
The second of a series of articles on the effects of the war on engineering education.

CIVIC EDUCATION.

587. **Fahey, Sara H.** How the public school can foster the American ideal of patriotism. *Pittsburgh school bulletin*, 11 : 199-207, March 1918.
588. **Minckley, Loren Stiles.** Americanization through education. [Girard, Kans., Girard job shop] 1917. 304 p. incl. illus., pl., plan, forms. 8°.
By the superintendent of public schools of Frontenac, Kans. This city, having 90 per cent of its inhabitants of foreign parentage, is taken as a type, and the process of Americanization through education as used here is considered.
589. A symposium. Education and citizenship in war times. *Educational foundations*, 29 : 348-51, February 1918.
590. **Valentine, P. F.** How can we teach citizenship? *Sierra educational news*, 14 : 129-32, March 1918.
School project plan and the importance of motivation in the teaching of citizenship.
591. **Willett, G. W.** Compulsory education for adult foreigners. *School education*, 37 : 6-7, March 1918.
The necessity for educating the illiterate foreigners for the privileges and responsibilities of democracy.

REEDUCATION OF WAR INVALIDS.

592. **McMurtrie, Douglas C.** Teaching typewriting to crippled soldiers. *American penman*, 35 : 258-60, March 1918. illus.
The work of teaching typewriting to crippled soldiers in England, France, Italy, and Germany.
593. **Shairp, L. V.** Refitting disabled soldiers. *Atlantic monthly*, 121 : 362-70, March 1918.
A lesson from Great Britain.
594. **U. S. Secretary of war.** Rehabilitation and vocational reeducation of crippled soldiers and sailors. Letter from the Secretary of war transmitting in response to a senate resolution of January 31, 1918, a report of the Surgeon general of the army on the rehabilitation and vocational reeducation of crippled soldiers and sailors. Washington, Govt. print. off., 1918. 85 p. plates, plans. 8°.
(65th Congress, 2d sess. Senate document no. 173)

EDUCATION OF WOMEN.

595. **Baden-Powell, Lady Olave.** Training girls as guides; hints for commissioners and all who are interested in the welfare and training of girls. London, C. A. Pearson, Ltd., 1917. 92 p. 12°.

596. **Data concerning the degree of master of arts.** *Journal of the Association of collegiate alumnae*, 11 : 428-39, March 1918.

An investigation, by the Committee on the needs of women's colleges of the Boston branch of the Association of collegiate alumnae, of certain aspects of graduate work leading to the degree of Master of Arts in most of the colleges and universities represented in the Association of collegiate alumnae.

EDUCATION OF DEAF.

597. **Johnson, Richard O.** The deaf and psychic development. *Education*, 38 : 508-17, March 1918.

Concluded from February number. Discusses deafness in the public schools, and adenoid growth. Illustrated.

EXCEPTIONAL CHILDREN.

598. **Hall, W. Clarke.** The state and the child. London, Headley bros., ltd., 1917. 195 p. 12°.
599. **Lloyd, S. M., and Ulrich, Oscar A., jr.** The progress of pupils in an ungraded class. *Psychological clinic*, 11 : 276-87, February 15, 1918.
600. **Merrill, Maud A.** The ability of the special class children in the "three R's." *Pedagogical seminary*, 25 : 88-96, March 1918.
601. **Smith, Mary G.** The foreign child and the teacher. *Education*, 38 : 504-7, March 1918.
602. **Sunne, Dagny.** Some classroom problems and standard measurements. Provisions for gifted children in the public schools. *Louisiana school work*, 6 : 290-301, February 1918.

EDUCATION EXTENSION.

603. **Phillips, D. E.** A workingman's university. *Educational review*, 55 : 228-37, March 1918.
- Discusses the great educational movement in the United States not connected with any of the generally recognized educational agencies, such as the education of the laboring classes by large stores, shops, factories, railroads, etc.

LIBRARIES AND READING.

604. **Ashpaugh, E. J.** Reading of high school pupils. *Midland schools*, 32 : 200-202, March 1918.
- A survey of the books, newspapers and magazines read by the high school pupils of Washington, Iowa.
605. **Barette, Emma E.** The use of the library as an aid in school-room work. *School and society*, 7 : 309-12, March 16, 1918.
- The value of the regular library period in actual class-room work with an average class.
606. **Charters, W. W.** Changing fashions in dime novel substitutes. *Library journal*, 43 : 215-17, March 1918.
- A statistical study and comparison of replies to inquiries addressed to 24 large city public libraries in 1907 and in 1917.
607. **Churchill, J. A.** State supervision of school libraries. *Public libraries*, 23 : 146-49, March 1918.
608. **Cowing, Agnes.** Some experiments in work with elementary school children. *Library journal*, 43 : 210-14, March 1918.
- By the children's librarian, Pratt institute free library, Brooklyn, N. Y.
609. **Emery, John Whitehall.** The library, the school, and the child. Toronto, The Macmillan company of Canada, 1917. 216 p. front., illus. 8°.
610. **Fogarty, John F.** False tendencies in education. *America*, 18 : 532-33, March 2, 1918.
- Deals principally with the neglect of reading.

611. **Henry, W. E.** Qualifications of the teacher in the library school. Public libraries, 23 : 113-15, March 1918.
612. **Koch, Theodore Wesley.** War service of the American library association. Washington, D. C., A. L. A. warservice, Library of congress, 1918. 32 p. front., plates. 8°.
613. **Seaman, Katherine Byrne.** Home reading for the adolescent boy. School and home education, 37 : 134-36, February 1918.
A suggestive list of the types of books a boy likes and needs is appended.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

614. Music in secondary schools; a report of the Commission on the reorganization of secondary education, appointed by the National education association; prepared by Will Earhart and Osbourne McConathy. Washington, 1918. 37 p. (Bulletin, 1917, no. 49.)
615. Physical education in secondary schools. A report of the Commission on the reorganization of secondary education appointed by the National education association. Washington, 1918. 24 p. (Bulletin, 1917, no. 50)







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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1918, NO. 14

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

MAY, 1918



WASHINGTON
GOVERNMENT PRINTING OFFICE
1918

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

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CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Moral and religious education—Manual and vocational training—Vocational guidance—School gardens—Home economics—Commercial education—Professional education—Civic education—Reeducation of war invalids—Education of women—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

616. **American school peace league.** Year book . . . 1916-1917. 124 p. 8°. (Mrs. Fannie F. Andrews, secretary, 405 Marlborough street, Boston, Mass.)

Contains: 1. The History committee, p. 66-72. 2. Icie F. Johnson: What education can do toward the maintenance of permanent peace, p. 98-107.

617. **Association of colleges and preparatory schools of the middle states and Maryland.** Proceedings of the thirty-first annual convention . . . held under the auspices of Vassar college, Poughkeepsie, N. Y., November 30 and December 1, 1917. Pub. by the Association, 1918. 68 p. 8°. (George W. McClelland, secretary, University of Pennsylvania, Philadelphia, Pa.)

Contains: 1. J. R. Angell: The teacher and the soldier, p. 7-15; Discussion, p. 15-20. 2. John Erskine: Democracy and idealism, p. 26-39; Discussion, p. 39-42. 3. Clyde Furst: Educational surveys, p. 42-51; Discussion [by] S. P. Capen, p. 51-58.

618. **National education association of the United States.** Addresses and proceedings of the fifty-fifth annual meeting held at Portland, Oregon, July 7-14, 1917. Washington, D. C., Pub. by the Association, 1917. 864 p. 8°.

Department of Kindergarten Education.

Contains: 1. Anna L. Force: The kindergarten as an organic part of every elementary school, p. 418-21. 2. Edna D. Baker: The dramatic arts in kindergarten: game, song, and story as the basis of a democratic education, p. 421-27. 3. Mary A. Grupe: The kindergarten as an agency for the control of pre-school welfare and education, p. 427-29.

Department of Vocational Education and Practical Arts.

4. L. W. Bartlett: Vocational guidance a distinct function of the public school, p. 432-36. 5. Mary S. Woolman: Training of girls and women for trade and industry, p. 436-38. 6. Alice Ravenhill: Extension of the field of home economics in the school curriculum, p. 438-43. 7. Anna Y. Reed: Vocational guidance—problems of organization and administration, p. 443-49. 8. F. H. Shepherd: The training of teachers for vocational schools, p. 449-53. 9. G. H. Jensen: Industrializing the manual arts, p. 454-60. 10. A. W. Dow: Practical fine arts—emergency art courses for war-time service, p. 460-64. 11. B. W. Johnson: The relation of art to vocational education and manual training, p. 464-68. 12. Mary F. Rausch: The betterment of homes in urban communities through extension work in home economics, p. 468-72.

Music Department.

13. Laura J. Soper: The music preparation of the grade teacher as provided in teachers' colleges p. 476-80. 14. H. E. Owen: Music, a required subject in the high school, and patriotic music in all the grades, p. 488-86. 15. M. Teresa Finn: Music appreciation in the high school, p. 486-90.

Department of Child Hygiene.

16. E. A. Layton: The Tacoma system of health supervision, p. 494-99. 17. C. H. Hunt: Physical training versus athletics, p. 499-502. 18. Horace Ellis: A state program for school health, p. 506-9. 19. Emma C. Grittinger: The work of the school nurse, p. 512-15. 20. H. C. Fixott: Oral hygiene: its relation to economic and educational efficiency, p. 516-19.

Department of Physical Education.

21. C. R. Frasier: What should be the outcome of physical training in the public schools? p. 522-24. 22. A. C. Strange: Preparedness through physical education, p. 525-28. 23. Ethel P. Andrus: School spirit, p. 528-30. 24. C. E. Rugh: The physical basis of character, p. 530-32.

Department of Science Instruction.

25. Charles Kirkpatrick: The legitimate vocational content of the intermediate high-school course, p. 535-38. 26. Arthur Deamar: General or elementary science in junior high schools, p. 542-45. 27. E. R. Edwards: The training of science teachers, p. 548-51. 28. J. A. B. Sinclair: War is a highly organized science—the soldier and industrial worker both need training in scientific thinking and application, p. 551-55.

Library Department.

29. H. G. Lull: Problem method of instruction and its probable correlations in library service and administration, p. 562-66; Discussion, p. 566-72. 30. J. A. Churchill: State supervision of school libraries, p. 572-78. 31. Laura C. Bailey: Library opportunities in the junior high school, p. 576-81.

Department of Special Education.

32. E. S. Tillinghast: The oral method of education of the deaf, p. 585-89. 33. Anna M. Kordsielem: Construction work—its value in the subnormal school, p. 589-93. 34. D. D. Johnson: The special child and the visiting teacher, p. 593-97.

Department of Rural and Agricultural Education.

35. W. H. Campbell: The rural people a strong factor in rural educational problems, p. 600-602. 36. H. N. Goddard: Results achieved in secondary agriculture and methods pursued in actual practice, p. 608-13.

Department of Classroom Teachers.

37. Anna Y. Reed: Vocational guidance and educational preparedness, p. 615-19. 38. Anna Willson: Demands made by the public on the teacher and the school, p. 619-22.

Department of School Patrons.

39. Mrs. O. S. Barnum: The past, present, and future of the patrons' department, p. 639-45. 40. Ella A. Moore: Conserving the children of working age, p. 645-49.

Department of Educational Publications.

41. R. H. Wilson: Free or rented textbooks, p. 653-58. 42. W. C. Bruce: Educational journalism, p. 658-59.

Pages not analyzed here have already been indexed in this record as published in the Journal of the National education association.

619. New York (State) University convocation. Proceedings of the fifty-third convocation . . . Albany, N. Y., October 18-19, 1917. 177 p. 8°.

- Contains: 1. Henry Van Dyke: Education which made this war, p. 44-55. 2. Robert Falconer: Canadian universities and the war, p. 56-65. 3. C. A. Richmond: Safeguarding our education, p. 73-86. 4. T. W. Lamont: The schools and the liberty loan, p. 112-19. 5. H. N. MacCracken: The Junior red cross, p. 120-27. 6. Fernand Baldensperger: Address [on the war and the French schools] p. 156-63. 7. Boris A. Bakhmeteff: Address [on the war and Russian education] p. 164-72.

620. **Pennsylvania state educational association.** Proceedings of the sixty-eighth meeting, held at Johnstown, December 26-29, 1917. Pennsylvania school journal, 66: 383-420, March 1918.

Department of Colleges and Normal Schools.

Contains: 1. Arthur Holmes: Athletics in higher institutions of learning, p. 383-88. 2. A. C. Rothermel: Relation of normal school to rural school problem, p. 388-90. 3. W. G. Chambers: Relative functions of university schools of education and state normal schools, p. 390-93. 4. F. P. Graves: Relative functions of university schools of pedagogy and state normal schools, p. 393-95. 5. P. M. Harbold: Relative functions of university schools of pedagogy and state normal schools, p. 395-97. 6. A. W. Haas: The future status of the college, p. 397-98.

Department of Manual Arts.

7. Claire Snyder: Securing the co-operation of employers in continuation school work, p. 398-402. 8. Estelle Bennett: Influence of the World war on domestic art, p. 404-6. 9. Anne C. Perry: School credits for home and community work, p. 406-8. 10. A. F. Payne: Place of art in vocational education, p. 409-12. 11. James Killius: Continuation school as a social problem, p. 413-15. 12. J. H. Fuller: What to teach to continuation school pupils; text books used, p. 415-18. 13. Harry K. Balsbaugh: Continuation school without text books, p. 419-20.

621. **Texas state teachers' association.** Proceedings of the thirty-ninth annual meeting . . . Waco, Texas, November 29-December 1, 1917. Texas state teachers' association bulletin, vol. 2, no. 1, January 1918. 322 p. 8°.

Contains: 1. O. T. Corson: The immeasurable in education, p. 18-22. 2. Frank McMurry: On the relation between principal and teacher, p. 24-27. 3. C. S. Meek: Women as school board members, p. 27-29. 4. W. H. Bruce: Ideals of citizenship and how inculcated, p. 29-31. 5. Mary C. C. Bradford: [Education for citizenship] p. 34-36. 6. J. C. Thomas: The rural school survey by the National bureau, in Walker county, p. 116-18. 7. O. T. Corson: Characteristics of good citizenship developed in the public schools, p. 119-22. 8. Lulu Parker: Visual instruction, its importance and the means for giving it, p. 142-44. 9. E. S. Cauthorn: Reasons for military training in public high schools, p. 146-48. 10. Nina B. Crigler: Reaching the community through the home economics department of our public schools, p. 152-56. 11. Lillian Baker: The contribution of domestic art to war relief, p. 156-58. 12. T. U. Taylor: Manual training. Its status, function, benefits, handicaps, objects, and correlated subjects, p. 163-66. 13. L. B. Abbey: Manual training from the viewpoint of the employer, p. 166-70. 14. E. V. White: The place of mathematics in the education of women, p. 189-92. 15. W. A. Parker: Vocational mathematics vs. the old régime, p. 192-95. 16. Mary E. Peckard: Educational values in mathematics, p. 197-99. 17. J. R. Swenson: What new standards of instruction are demanded by the present situation? p. 214-16. 18. Joseph Roemer: The efficiency of the Texas state normal colleges—a survey, p. 216-22. 19. J. A. Hill: How are the normal schools related to the present national situation? p. 222-25. 20. Frank McMurry: Educational tendencies, p. 240-45. 21. C. J. Crampton: Socializing physiology, hygiene and sanitation, p. 261-65. 22. L. V. Stockard: Classification and affiliation of high schools by the state department of education, p. 279-84. 23. Thomas Fletcher: Subject matter and methods as related to training for citizenship, p. 287-90.

622. **Wisconsin teachers' association.** Proceedings of the sixty-fifth annual session . . . held at Milwaukee, November 1 to 3, 1917. Madison, Wis., Democrat printing company, 1918. 391 p. 8°. (M. A. Bussewitz, secretary, Milwaukee, Wis.)

Contains: 1. M. C. Potter: A national service year, an educational problem, p. 22-31. 2. W. H. Elson: The all-year school, p. 32-38. 3. O. T. Corson: The immeasurable in education, p. 44-53. 4. R. A. Karges: Overworked teachers, p. 76-80. 5. T. E. Finegan: A fundamental principle in school administration, p. 113-22. 6. C. G. Pearce: Ruralizing city schools, p. 122-29. 7. L. D. Harvey: The schools' opportunity in the development of loyal American citizenship, p. 129-36. 8. C. P. Carey: National activities in Wisconsin schools, p. 136-43. 9. F. D. Slutz: The schools and the times, p. 145-53. 10. Florence C. Fox: Socialized recitation, p. 155-59. 11. G. W. Swartz: Supervised study, p. 159-66. 12. Augusta M. Gehrs: Health of grammar grade and high school pupils, p. 182-85. 13. G. W. Henike: Physiology for eighth and ninth grade pupils, p. 188-93. 14. J. W. Beattie: Some phases of instrumental music instruction in public schools, p. 217-27. 15. P. J. Zimmers: Developing independence and self-activity in pupils, p. 243-51. 16. J. E. Roberts: Breaking the lock step, p. 252-55. 17. E. G. Ehlman: General science in the seventh and eighth grades, p. 257-63. 18. Faisy A. Kugle: Food conservation and the home economics teacher, p. 284-89. 19. J. M. O'Neill: Oral aims and standards in Wisconsin schools, p. 292-307. 20. Elizabeth Woods: Modern treatment of exceptional children, p. 330-35. 21. Rudolph Pintner: Mental and educational measurements, p. 336-38.

EDUCATIONAL HISTORY AND BIOGRAPHY.

623. **Boyd, William.** Græco-Jewish education. *Educational news* (London), 43 : 110-11, February 22, 1918.
Effect of Hellenic culture on Jewish educational ideals.
624. **Lenôtre, G.** *Rêveries d'après guerre sur des thèmes anciens.* III. 1. Le chemin des écoliers. 2. Les mauvaises fées. *Revue des deux mondes*, 44 : 307-39, 617-51, March 15, April 1, 1918.
Presents some features of education in France during the old régime before the Revolution with their lessons for the present and future.
625. **Weill, Georges.** Un éducateur français en Argentine. *Revue universitaire*, 27 : 24-33, January 1918.
Life and work of Amédée Jacques (1813-1865) who became rector of the National college at Buenos Aires.

CURRENT EDUCATIONAL CONDITIONS.

United States.

626. **Dewey, Henry B.** Problems of the educational publisher. *Journal of education*, 87 : 345-47, March 28, 1918.
Address at the Atlantic City meeting of the National education association.
627. **Furst, Clyde.** The place of the educational foundation in American education. *School and society*, 7 : 364-69, March 30, 1918.
An address before the Department of superintendence of the National education association, Atlantic City, February 27, 1918.
628. **Judd, Charles H.** Prussia and our schools. *New republic*, 14 : 347-49, April 20, 1918.
Discusses the limitations of the German *volksschule*, or common school. Compares the German system of elementary education with our own.
629. **McIntire, Ruth.** The effect of agricultural employment upon school attendance. *Elementary school journal*, 18 : 533-42, March 1918.
Conditions in different States described. Effect of the war.
630. **Putnam, J. H.** Modern educational movements. I. The Gary school plan. *Educational review*, 55 : 284-93, April 1918.
Reviews the strong and weak points of the Gary system. Compares some of the features of the system with that in vogue in Canada, particularly in Ottawa.
631. **Rosenstein, David.** Social and educational standards in a democracy at war. *School and society*, 7 : 421-27, 459-65, April 13, 20, 1918.
632. **Strickland, V. L.** The war and educational problems. *School and society*, 7 : 394-404, April 6, 1918.
Considers the lessons which the experience of our allies offers and shows the necessity of redoubling our energies in educational work.

Foreign Countries.

633. **Arc, Paul L. d'.** Pour l'après-guerre. I. L'éducation française. Paris, B. Grasset, 1917. 322 p. 12°.
Reflections on various reforms in education which France should adopt for the period after the war.
634. Capitalism and education. *Athenaeum*, no. 4627: 131-34, March 1918.
Discusses the "Memorandum on education" published by the Federation of British industries.
635. The war and national education. London, The Times publishing company, 1918. p. 253-88. illus. 4°. (The Times history and encyclopedia of the war. part 177, vol. 14, January 8, 1918.)

EDUCATIONAL THEORY AND PRACTICE.

636. **Barrett, S. M.** Educational aims. *Oklahoma home and school herald*, 26: 102-4, March 1918.

637. **The Dial**, Chicago, Ill. Spring educational number, vol. 64, no. 764, April 11, 1918.
Contains: 1. John Dewey: Education and social direction, p. 333-35. 2. C. A. Beard: The university and democracy, p. 335-37. 3. Helen Marot: The creative and efficiency concepts of education, p. 341-44.
638. **Gerwig, George W.** Schools with a perfect score; democracy's hope and safeguard. New York, The Macmillan company, 1918. xii, 194 p. 12°.
Presents an American program of education.
639. **O'Brien, John A.** Conflict of duty and interest in education. Catholic educational review, 15: 289-98, April 1918.
The comparative worth of duty and interest as incentives for school children.
640. **Resta, Raffaele.** Concetto di educazione. Rivista pedagogica, 10:596-615, October-December 1917.
641. **Shreves, Rolland Merritt.** The philosophical basis of education. Boston, R. G. Badger [1918] 290 p. 12°.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

642. **Drever, James.** Instinct in man; a contribution to the psychology of education. Cambridge, University press, 1917. x, 281 p. 8°.
Undertakes to give a psychological account of instinct in man; to study the relation of instinct to emotion, especially human emotions, and the part which instinct plays in education.
643. **Marchesini, Giovanni.** Il "trapasso" dei sentimenti nell'educazione. Rivista pedagogica, 10:577-95, October-December 1917.
644. **Mateer, Florence.** Child behavior. Boston, R. G. Badger [1918] 239 p. 12°.
A critical and experimental study of young children by the method of conditioned reflexes.
645. **Saxby, Ida B.** Some conditions affecting the growth and permanence of desires. British journal of psychology (London), 9:93-149, December 1917.
Effect on children of definite training in moral and social ideals.

EDUCATIONAL TESTS AND MEASUREMENTS.

646. **Arbiters of fate.** Unpopular review, 9: 368-72, April-June 1918.
A clever and amusing satire on psychological tests of children.
647. **Bickersteth, M. E.** The application of mental tests to children of various ages. British journal of psychology (London), 9: 23-73, December 1917.
Discusses the possibility of establishing by means of mental tests reliable age norms graded by years.
648. **Bureau of educational experiments, New York city.** Psychological tests. A bibliography. Supplement to January 1, 1918. New York, Bureau of educational experiments, 1918. p. 79-111. 8°. (Bulletin no. 6, Supplement 1.)
Compiled by George J. Ruger.
CONTENTS.—The Binet-Simon scale, p. 79-84.—Mental tests other than the Binet-Simon scale, p. 85-111.
649. **Cleveland, Ohio. Board of education. Division of reference and research.** The results of a spelling test. 19 p. 8°. (*Its* Bulletin no. 2, March 11, 1918.)
A spelling test given to 106 Cleveland elementary and junior high schools in the 3d, 4th, 6th, 7th, and 8th grades.
650. **Jarrett, R. P.** A scale of intelligence of college students for the use of college appointment committees. Journal of applied psychology, 2: 43-51, March 1918.
Study based on tests of 100 students of the George Peabody college for teachers, during the school year 1915-16.
651. **Lacy, William I.** A study of 100 retarded fourth grade pupils tested by the Binet scale. Psychological clinic, 12: 16-23, March 15, 1918.

652. **Martin, H. F. and Smith, Leon O.** School survey at Union, Iowa. *Midland schools*, 32 : 245-50, April 1918.
The school plant, mental tests, etc.
653. **New York (State) University.** Report of a survey of public education in Nassau county, New York. Albany, University of the State of New York, 1918. 291 p. 8°. (University of the State of New York bulletin, no. 652, December 1, 1917.)
Part I, conducted by L. S. Hawkins of the State department of education, and George D. Strayer of the Department of educational administration, Teachers college, Columbia university, p. 6-229.
Part II, conducted by A. C. Monahan, J. C. Muerman, Katherine M. Cook and Belvia E. Cuzsart, representing the U. S. Bureau of education, p. 231-87.
654. **Newlee, Clara E.** The Cleveland arithmetic test given to a small class of deaf children. *Volta review*, 20 : 212-22, April 1918.
655. **O'Hern, Joseph P.** A practical application of standard tests in spelling, language and arithmetic. *Journal of the New York state teachers' association*, 5 : 46-56, March 1918.
Results of some tests given in Rochester, N. Y.
656. **Pechstein, L. A.** Penmanship scales—their merits and limitations. *Journal of the New York state teachers' association*, 5 : 41-45, March 1918.
A summary of two addresses at the Syracuse meeting (1917) of the New York state teachers association.
657. **Pintner, Rudolf and Toops, Herbert A.** Mental tests of unemployed men. *Journal of applied psychology*, 2 : 15-25, March 1918.
Continued from previous issue. Study based on investigation at the Dayton (Ohio) free employment office. Deals with educational conditions, etc.
658. **Stamford, Conn. School committee.** The mirror as we see ourselves. Stamford, Connecticut, public schools. A partial "auto-survey" for the period September, 1916, to February, 1918. 28 p. illus., diagrs. 8°.
659. **Survey of Walker county schools.** *Texas school journal*, 35 : 13-15, March 1918.
Facts brought out in the survey of Walker county, Texas, made by the U. S. Bureau of education in February 1917.
660. **Wallin, J. E. Wallace.** Preliminary impressions of the Stanford revision of the Binet-Simon scale. *Psychological clinic*, 12 : 1-15, March 15, 1918.
661. **Wisconsin. Department of education.** An educational survey of Janesville, Wisconsin. Issued by C. P. Cary, state superintendent. Madison, Wis., State department of public instruction, 1918. 329 p. 8°.
Prepared by W. W. Theusen, director of the survey; H. L. Terry; B. R. Buckingham; H. N. Goddard; Amy Bronsky; Maybell G. Bush; Annie Reynolds; Janet R. Rankin; J. M. Dorrans; O. S. Roe; A. B. Cook; P. W. Dykema; and Lucy D. Hale.
662. **Zirbes, Laura.** Diagnostic measurement as a basis for procedure. *Elementary school journal*, 18 : 505-22, March 1918.
Submits evidence of the practicability of individuated instruction under classroom conditions; how standard tests and scales are used. Deals with study of reading. Illustrated with graphs.

SPECIAL SUBJECTS OF CURRICULUM.

663. **Missouri music teachers' association.** Official report of the twenty-second annual convention, Springfield, Mo., June 19-21, 1917. 57 p. 8°. (Tyrie W. Lyon, secretary-treasurer, St. Louis, Mo.)
664. **Allen, Jessie E.** The importance of good teaching as a basis for lasting interest in Latin. *Classical journal*, 13 : 470-75, April 1918.
Emphasis on vitalized methods in teaching Latin. Importance of the classics discussed.
665. **American students boycotting German.** *Literary digest*, 56 : 29-31, 44, 46-50, 52, 54-55, 58, 61-64, 66, 70, 72-74, March 30, 1918.
A nation-wide poll showing that "the German classes are dwindling in various parts of the country—10 per cent here, 50 per cent there." Study of French and Spanish crowding out the German language in public schools.

666. **Beach, Arthur G.** The teacher of English. American schoolmaster, 11 : 97-105, March 15, 1918.
Present-day demands upon the teacher of English.
667. **Breene, Mary L.** The new problems of the secondary Latin teacher in first and second year Latin. Classical weekly, 11 : 153-55, March 18, 1918.
A paper read at the eleventh annual meeting of the Classical association of the Atlantic states, Pittsburgh, April 28, 1917.
668. **Caldwell, Otis W., and others.** The course in natural science in the University elementary school. Elementary school journal, 18 : 493-504, 571-87, March, April 1918.
669. **Cook, Elizabeth Christine.** An experiment in the teaching of college English Teachers college record, 19 : 131-46, March 1918.
An experiment in college English to show whether freedom in class work develops more genuine literary taste and judgment in students than regularly imposed lessons.
670. **Davillé, Louis.** L'enseignement secondaire de l'histoire et les programmes de 1902. III. Esquisse de nouveaux programmes. Éducation, 9 : 433-48, December 1917.
Concluding article of series.
671. **Davis, Alfred.** Valid aims and purposes for the study of mathematics in secondary schools. School science and mathematics, 18 : 313-24, April 1918.
Report submitted by a committee of the Mathematics club of Chicago, of which Mr. Davis is chairman. Continued from March number. Says that mathematics should be *required* of every secondary school pupil; "the required work may consist of courses allotted to the junior high school, if that institution is to prevail; or it may, under the present arrangement, be reduced to one year and consist of algebra and geometry, with some reference to the use of the trigonometric functions."
672. **Dillon, Charles.** Journalism for high schools; a guide-book for students in conducting the school paper, and in preparing themselves for newspaper work as a profession. New York, L. A. Noble [1918] 119 p. 12°.
673. **Downer, Charles H.** Teaching American soldiers a little French. Modern language journal, 2 : 239-47, March 1918.
A paper read before the Modern language association at Yale university, December 28, 1917.
A statement of the author's own views and experiences in teaching French to the soldiers.
674. **Drummond, A. M.** Fifty more one-act plays for school and college amateurs. Quarterly journal of speech education, 4 : 216-21, March 1918.
An annotated bibliography, giving addresses of play-brokers and agents controlling plays listed.
675. ———. Some continental plays for amateurs. English journal, 7 : 187-92, March 1918.
List of plays suitable for high-school students, with annotations.
676. **Ferguson, H. O.** What constitutes an efficient music department in the modern school system? School music, 19 : 24-28, 30, 32, March-April 1918.
A paper read before the Nebraska teachers' association.
677. **Greene, Evarts B.** Right and wrong uses of history in a scheme of civic education. School and home education, 37 : 175-78, April 1918.
A paper read at the annual meeting of the National society for the study of education, Atlantic City, February 25, 1918.
678. **Hanford, J. H.** Relating the English course to the world crisis. III. English literature and the present crisis. High school journal, 1 : 2-6, April 1918.
Points out individual works in the high-school list which seem to be best adapted to present use.
679. **Hayden, Philip C.** Teaching music reading in the public schools—an open discussion. School music, 19 : 8-16, March-April 1918.
680. **Houghton, Harry G.** A beginning course in public speaking for colleges and universities. Quarterly journal of speech education, 4 : 150-59, March 1918.
Says that an examination of beginning courses as they are now offered in various institutions reveals a striking lack of uniformity. Shows the methods in vogue in the University of Wisconsin.

681. **Hubbard, George D.** Reasons for giving geography a greater place in the high schools. *School science and mathematics*, 18 : 291-304, April 1918.
Read before the Central association of science and mathematics teachers at Columbus, Ohio, December 1, 1917.
682. **Kalb, Dorothy B.** The child and drawing. *Virginia journal of education*, 11 : 350-54, April 1918.
An address delivered at the Superintendence association, Roanoke conference, showing the benefits of drawing and the reason why we should teach our children to draw.
683. **Kendall, Calvin Noyes and Stryker, Florence Elizabeth.** History in the elementary school. Boston, New York [etc.] Houghton Mifflin company [1918] viii, 135 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)
684. **Kendel, John Clark.** Teachers college and the rural school music problem. *Colorado school journal*, 33 : 14-17, March 1918.
A paper read before the Colorado education association, November 1917.
685. **Knapp, Charles.** The humanities and the sciences in England. *School and society*, 7 : 413-17, April 6, 1918.
Gives in part the report of the Classical association of England and Wales on the humanities vs. the natural sciences.
686. **Loevenguth, J. C.** General science in the junior high school. *General science quarterly*, 2 : 367-79, March 1918.
Advocates beginning science in the seventh grade, not only because it would enrich this grade but also relieve the regular high-school programme.
687. **Modern language association.** Committee reports of the Romance section of the central division. I. First year French in college, p. 260-72. II. First year Italian in college, p. 273-74. *Modern language journal*, 2 : 260-74, March 1918.
688. **Oliver, Thomas Edward.** The menace to our ideals. *Publications of the Modern language association of America*, 33 : lxxxix-cxv, March 1918.
Chairman's address at the 23d annual meeting of the Central division of the Modern language association of America, Madison, Wis., December 27, 1917.
Discusses the proper attitude for the professor of modern languages to assume toward the present world crisis. The address is frankly conciliatory in tone. The writer agrees to the removal of any artificial stimulus to the study of German, but thinks that any wholesale injustice to one of the great cultural languages should be avoided.
689. **Pond, Samuel E.** A contribution to the study of instrumental music. *Journal of applied psychology*, 2 : 52-66, March 1918.
Investigation aims "to make a contribution which may be of service in mastering the technique of musical instruments and especially of the French horn."
690. **Salisbury, Rollin D.** Geology in education. *Science*, n. s. 47 : 325-35, April 5, 1918.
Address of the vice-president and chairman of Section E—geology and geography—American association for the advancement of science, Pittsburgh, December 1917.
Advantages resulting from the study of geology.
691. **Schoch, E. P.** Baby talk science. *School and science review*, 1 : 86-91, March 1918.
An address before the Texas state teachers' association, 1917.
The causes of the present ineffective teaching of science in the high schools and how to remove them.
692. **Valentine, C. M.** An inquiry into the value of and the study of Latin and Greek. *School world* (London) 20 : 84-87, March 1918.
Third and concluding paper of series. Treats the classics as a means of selecting the intelligent; and summarizes the preceding papers.
693. **Wade, Frank B.** The chemistry teacher's opportunity. *School science and mathematics*, 18 : 307-12, April 1918.
Chemistry teacher and the war.

694. **Watt, Homer A.** The philosophy of real composition. *English journal*, 7 : 153-62, March 1918.
Believes that instruction in English composition should be based upon "a real contest between the student-writer with ideas which he believes are worth making clear and the instructor and sometimes the other members of the class, who must be made to understand these ideas."
695. **Weaver, Andrew T.** Argumentation and debate in high schools. *Quarterly journal of speech education*, 4 : 160-69, March 1918.
The ethics involved in interscholastic debates discussed.
696. **Wells, H. N.** Coaching debates. *Quarterly journal of speech education*, 4 : 170-83, March 1918.
697. **Whitbeck, B. H.** How the experience of physical geography may be an aid to general science. *General science quarterly*, 2 : 381-86, March 1918.
A review of the experience of physical geography as a high school science during the last twenty-five years.
698. ——— The need of broad-gauge courses in geography. *School review*, 26 : 199-204, March 1918.
Writer says: "The kind of geography which the demands of life call for is a sort of politico-economic geography of the nations which constitute the dominant powers or the rising powers of the world."
699. **Wilds, Elmer H.** Speech education in secondary schools—a bibliography. *Quarterly journal of speech education*, 4 : 184-95, March 1918.
700. **Wilson, Leta M.** Factors in successful teaching that need to be stressed in both high school and college. *Classical journal*, 13 : 476-82, April 1918.
Discusses the teaching of Latin in its various phases; emphasizes the development of the power of initiative in the pupil.
701. The work of the American speech committee of the Chicago woman's club, and notes upon its school survey. *English journal*, 7 : 163-76, March 1918.
Katherine K. Robbins, chairman.
Says that the question of voice is almost wholly neglected. Cites experiences in twenty-five public schools of Chicago.
702. **Wright, Anna Allen.** Nature-study for the city child. *Nature-study review*, 14 : 93-100, March 1918.
Tells of the great need for nature-study in the city schools and suggests some of the material for nature-study that city schools have at hand.

KINDERGARTEN AND PRIMARY SCHOOL.

703. **Barbour, Caroline W.** The free period as an educational factor. *Kindergarten and first grade*, 3 : 133-39, April 1918.
Gives some of the values resulting from the free period in the kindergarten.

RURAL EDUCATION.

704. **Carney, Mabel.** The service of Teachers college to rural education. *Teachers college record*, 19 : 147-55, March 1918.
The chief purposes of the department of rural education and country life in Teachers college, the principles and plan of organization.

SECONDARY EDUCATION.

705. **Davis, C. O.** High school observation work. *School review*, 26 : 168-79, March 1918.
Describes the plan in vogue at the University of Michigan.
706. **Green, C. A.** The junior high school—points opposed to it. *Kansas journal of education*, 12 : 1, 10, 12, April 6; 8-9, April 13, 1918.
Also in *Oklahoma journal of education*, 7 : 1, 10, 12, April 6, 1918.
707. **Harwood, Hazel M.** Extra-curricular activities in high schools. *School review*, 26 : 273-81, April 1918.
Says that many schools have come to the conclusion that the best solution of the problem is through a general organization composed of all the pupils in the school, which shall be a central organ for the direction of every type and variety of associations, clubs, etc.

708. **Hill, Clyde M.** Vermont junior high schools. Suggestions for teachers. Montpelier, Capital City press, 1918. 176 p. illus. 8°. (Vermont. State board of education. Bulletin no. 1, 1918.)
709. **Kansas teacher**, vol. 6, no. 5, April 1918. (High school number.)
Contains: 1. V. L. Strickland: The junior high school industrial art shop, p. 7-9. 2. Charles Dillon: High school journalism, p. 10-12. 3. Raymond Kent: Current literature in homes of high school pupils, p. 12-13, 21. 4. W. D. Armentrout: A social survey of the needs in current reading, p. 16-17, 21. 5. H. L. Kent: The Smith-Hughes law and the high schools, p. 22-24.
710. **Miles, Dudley.** Are high school publications worth while? Journal of the New York state teachers' association, 5 : 66-70, March 1918.
711. **Munhall, Pa.** A progress booklet issued at the dedication of the addition to the Munhall high school, March 22, 1918. 32 p. illus. 8°.
712. **Pound, Olivia.** The need of a constructive social program for the high school. School review, 26 : 153-67, March 1918.
Discusses student participation in the management of the school. Describes methods in vogue in various high schools of the country.
713. **Schwiering, O. C.** Adapting the junior high school organization to the needs of the Wyoming community. Wyoming school journal, 14 : 221-23, March 1918.
714. **Stetson, Paul C.** A statistical study of the junior high school from the point of view of enrolment. School review, 26 : 233-45, April 1918.
Study of the junior-high school movement in Grand Rapids, Michigan, covering a period from 1912 to 1916 inclusive. Presents among other data statistics showing the retentive power of the junior high school. Illustrated with graphs.
715. **Stockard, L. V.** Classification and affiliation of high schools by the State department of education. Texas school journal, 35 : 9-11, 27, March 1918.
A paper read at the Texas state teachers' association, Waco, Texas.
716. **Ward, L. C.** The curriculum of the modern six-year secondary school. School review, 26 : 282-85, April 1918.
Says that all avocational subjects should be freely elective, the time allotment for such work to be determined largely by the requirements of the general constants and the group constants. Such subjects are art, music, foreign languages, advanced sciences and literature, history, dramatics, and public speaking.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

717. **Abbott, Lyman.** Have teachers special privileges? Outlook, 118 : 478-79, March 27, 1918.
A discussion of academic freedom in its various phases.
718. Academic freedom in war time. Nation, 106 : 401-3, April 4, 1918.
Two letters to the editor of the Nation from Arthur O. Lovejoy and Raymond Macdonald Alden, relative to the recent report of the Committee on academic freedom of the American association of university professors.
719. **Ashley, R. L.** The teacher in war time. Sierra educational news, 14 : 213-16, April 1918.
Opportunities and responsibilities of the teacher in war time.
720. **Bagley, W. C.** The distinction between academic and professional subjects in the training of teachers. School and home education, 37 : 151-53, March 1918.
A paper read before the Normal school department at the Atlantic City meeting of the National education association.
721. **Boggs, L. Pearl.** The making of teachers. School and society, 7 : 369-74, March 30, 1918.
Says the normal schools or colleges alone can not make teachers. It is the business of the church, the state, of great men and women of every calling to contribute towards the making of the teacher.
722. **Carnegie foundation for the advancement of teaching.** Twelfth annual report of the president and of the treasurer. New York city, 1917. 154 p. 8°.

723. **Colvin, Stephen S.** The most common faults of beginning high-school teachers. *School and society*, 7 : 451-59, April 20, 1918.
Read before the Society of college teachers of education at Atlantic City, February 26, 1918.
724. **Directory of educational associations.** *Journal of education* (London) 50 : 175-80, March 1918.
A list of the principal British associations with name and address of secretary, membership total, date and place of next meeting, etc., for each.
725. **Fuller, Edward H.** Educational associations and organizations in the United States. *Educational review*, 55 : 300-25, April 1918.
Reviews the establishment and history of the various educational associations; their influence on education, etc.
726. **Hendricks, E. L.** Why the normal school should train high-school teachers. *American school*, 4 : 77-78, March 1918.
Read before the National council of normal school presidents, Atlantic City, N. J., February 1918.
727. **Lenhart, Pearl.** A cross section of teachers' finances. *Educational review*, 55 : 294-99, April 1918.
Study based on replies to a questionnaire sent out in December, 1917, to the 900 elementary teachers in the Kansas City schools. How teachers spend their salaries. A plea for adequate salaries to permit teachers to assume the social position the public demand of them.
728. **Lowell, Abbott L.** Academic freedom. *Harvard graduates' magazine*, 26 : 524-27, March 1918.
From President Lowell's annual report to the Board of overseers, 1916-1917.
729. **Merriman, E. D.** Evaluating teaching service. *Educator-journal*, 18 : 408-10, 466-68, April, May 1918.
The qualities of merit in schoolroom teaching.
730. **Moody, Floyd E.** The correlation of the professional training with the teaching success of normal-school graduates. *School review*, 26 : 180-98, March 1918.
Presents the correlation of the school marks of 668 normal-school graduates with their salary during the sixth year of teaching experience. Data gathered from the alumni records of three Illinois state normal schools. Illustrated with graphs and statistical tables. Writer concludes that though scholarship is necessary it does not insure teaching success.
731. **Pitman, J. Ashbury.** Where shall junior high-school teachers be trained? *American schoolmaster*, 11 : 145-49, April 15, 1918.
A paper read before the National council of normal-school presidents and principals at Atlantic City, February 22, 1918.
Says in conclusion that the responsibility of preparing teachers for the junior high school rests upon the normal schools.
732. **Report of Committee on normal-school standards and surveys.** *American schoolmaster*, 11 : 161-67, April 15, 1918.
A portion of the report of the Committee on normal-school standards and surveys made to the National council of normal-school presidents and principals at Kansas City in 1917, and released for publication at the recent meeting at Atlantic City.
733. **Salaries of teachers in elementary schools.** *School world* (London) 20 : 89-91, March 1918.
Summarization of a report of Departmental committee on "Scales of salary for teachers in elementary schools of England."
734. **Spillman, Mignonette.** Success in school. *High school quarterly*, 6 : 190-96, April 1918.
Some suggestions for increasing the efficiency of high-school teachers.
735. **Teaching as a self-governing profession.** *Journal of education* (London) 50 : 182-83, 185, March 1918.
A plea for academic freedom. Describes conditions in England.

HIGHER EDUCATION.

736. **Bolton, Frederick E.** The teaching of educational theory in college and university departments of education. *Educational administration and supervision*, 4 : 99-113, April 1918.
Selected bibliography: p. 111-13.

737. **Cunningham, W.** The universities and the nation. Contemporary review, 113 : 280-87, March 1918.
A study of conditions in the English universities, especially the University of Cambridge. Democracy and the higher education.
738. **Matthews, Nathan.** The legal aspects and educational results of the Harvard-Technology decision. Harvard graduates' magazine, 26 : 391-403, March 1918.
The legal meaning and the educational effect of the decision of the Supreme Judicial Court regarding the McKay will, in the Harvard-Technology case.
739. **Wheeler, Benjamin Ide.** The place of the state university in American education. School and society, 7 : 361-64, March 30, 1918.
An address before the Department of superintendence of the National education association, Atlantic City, February 27, 1918.

SCHOOL ADMINISTRATION.

740. **Crumley, Charles W.** The departmental plan of school organization as adopted by the schools of Fort Myers, Florida. High school quarterly, 6 : 173-78, April 1918.
Gives the details of the plan which includes the following departments: Administration, supervision and instruction, buildings and grounds, playground activities, school and home correlation, and educational research.
741. **Mead, Cyrus D.** The best method of selecting textbooks. Educational administration and supervision, 4 : 61-69, February 1918.
742. **Miles, Dudley.** Supervision of English teaching. English journal, 7 : 229-36, April 1918.
Read before the National council of teachers of English, November 1917.
Describes a system of supervision with a single object—to develop every teacher in the department to his best achievement.
743. **Palmer, F. E.** Economy of time: a twelve months school, divided into four quarters. American education, 21 : 396-99, April 1918.
The all-year-round school in Mason City, Iowa.
744. **Shawkey, M. P.** The adoption of textbooks by state, county, or district. American education, 21 : 402-4, April 1918.
745. **Smith, Payson.** Limitations of state control in education. School and society, 7 : 391-94, April 6, 1918.
Address delivered at Atlantic City, February 27, 1918.
Also in Journal of education, 87 : 339-41, March 28, 1918.
746. **Talbert, Wilford E.** To bond or not to bond? American school-board journal, 56 : 21-22, 76-77, April 1918.
A few fundamental principles of the school bond question.
747. **Williams, Henry G.** The state's relation to public education. Ohio teacher, 38 : 339-44, March 1918.
Also separately reprinted.
The question of school support in Ohio.

SCHOOL MANAGEMENT.

748. **Burk, Frederic.** Individual instruction vs. the lockstep system. American city, 18 : 327-30, April 1918.
Describes an experiment at the State Normal school, at San Francisco, California. Individual system of instruction was introduced into the elementary department of the school, maintained to train students as teachers. Good results cited. Lockstep in American education criticised.
749. **Clapp, Henry L.** Pupil self-government. Education, 38 : 593-609, April 1918.
A plea for pupil self-government. Cites some interesting examples.
750. **Finney, Ross L.** The sociological principle determining the elementary curriculum. School and society, 7 : 338-49, March 23, 1918.
751. **Hall-Quest, Alfred L.** How to introduce supervised study. School index (Cincinnati) 4 : 236-37, April 5, 1918.
Suggestions for the introduction of supervised study.

752. **Meier, A. G.** Semester reorganization and program-making in the Central high school of St. Paul, Minnesota. School review, 26 : 249-58, April 1918.
753. **Shipley, James H.** How can we minimize the effect of examinations on secondary education? Mathematics teacher, 10 : 125-38, March 1918.
First, shows the reasons why examinations are injurious, and then advocates that the present wasteful examination system in New York state be abolished.
754. **Willett, G. W.** Supervised study in high school. School review, 26 : 259-72, April 1918.
Says that the problem is to develop a specialized technique for each individual subject, and to train teachers so that they can efficiently administer that technique so as to reach the individual pupils of their classes. Contains a bibliography.

SCHOOL ARCHITECTURE.

755. **Perkins, Dwight Heald.** One-story school buildings. American school board journal, 56 : 17-20, 77-78, April 1918. illus.

SCHOOL HYGIENE AND SANITATION.

756. **Averill, Lawrence Augustus.** Physical preparedness and the administration of school medical inspection in the United States. American journal of school hygiene, 2 : 19-32, April 1918.
The necessity for greater physical preparedness as shown by the recent examinations of the drafted men, and the present country-wide situation in regard to medical inspection.
757. **Deering, George E.** Efficiency in the examination of school children. Boston medical and surgical journal, 78 : 498-501, April 11, 1918.
Work of the Worcester (Mass.) Board of health. A method of examination described as rapid and flexible, and comparatively thorough.
758. **Hammett, C. E.** The health of college athletes. Scientific monthly, 6 : 350-54, April 1918.
Presents data to show that an overwhelming majority of college athletes derive substantial benefit from their participation in college sports and that the percentage of serious injuries is small.
759. **Johnson, Earle E.** Effects of decayed teeth upon a child's progress in school. Dental cosmos, 60 : 293-96, April 1918.
Work of the dental clinics in the schools of Vermont.
760. **Kerr, James.** Standard measurements for school children. American journal of school hygiene, 2 : 2-19, March 1918.
An address at the annual meeting of the Medical officers of schools association, December 4, 1917.
Measurements of height, weight, etc.
761. **Manny, Frank A.** Defective nutrition and the standard of living. Survey, 39 : 608-701, March 30, 1918.
Study of the health and nutrition conditions among the pupils of two schools in the Gramercy district of New York city. Says that at least one-third of the school children are so much below normal standards of growth as to call for special nutritional care.
762. **Weinsirl, John.** A plea for health instruction in our colleges and universities. School and society, 7 : 427-32, April 13, 1918.
Gives a proposed program for health instruction and dangers to be avoided.

PHYSICAL TRAINING.

763. **National collegiate athletic association.** Papers presented at the twelfth annual convention. American physical education review, 23 : 131-59, March 1918.
Contains: 1. P. E. Pierce: The president's address, p. 131-36. 2. W. H. P. Faunce: Athletics for the service of the nation, p. 137-43. 3. J. E. Raycroft: Training camp activities, p. 143-50. 4. G. E. Vincent: Address, p. 150-55. 5. R. T. McKenzie: Address, p. 155-57. 6. W. P. Reeves: The adoption of military rifle shooting as an intercollegiate sport, p. 157-59.
764. **Dearborn, George Van Ness.** Some relations of exercise to nutrition. Boston, Press of Jamaica printing company, 1918. 32 p. 8°.
Reprinted from the Boston medical and surgical journal, vol. 178, no. 14, p. 458-67, April 4, 1918.

765. **Steever, E. Z. and Frink, J. L.** The cadet manual; official handbook for high school volunteers of the United States. Philadelphia and London, J. B. Lippincott company [1918]. 317 p. illus., plates (part. fold., part. col.). 8°.

PLAY AND PLAYGROUNDS.

766. **Playground and recreation association of America.** Yearbook. Playground, 12 : 3-47, April 1918.

Contains a list of officers of recreation commissions and associations, "What cities 'played' last year and how," and, What small communities are doing.

SOCIAL ASPECTS OF EDUCATION.

767. **Fell, E. E.** Socializing the school and the community. Moderator-topics, 38 : 453-55, 469-71, March 28, April 4, 1918.

A paper read before the Michigan state teachers' association, Grand Rapids, November 1917. Socializing the schools in Holland, Michigan.

768. **Hoyt, Edith E.** Parent-teacher associations. Madison, 1918. 28 p. 12°.
(Bulletin of the University of Wisconsin. General series no. 704.)

Bibliography: p. 24-27.

Organization, plan of work, etc., for parent-teacher associations.

769. **McCracken, Henry.** Education and the junior Red cross. General federation magazine, 17 : 15-16, March 1918.

770. **Sellers, Edith.** The elementary school child's mother. Nineteenth century, 83 : 553-66, March 1918.

Difficulties experienced in England in dealing with the mothers of school children. Urges more cooperation between teachers and parents.

771. **Wilson, H. B.** Socializing the school. Educational administration and supervision, 4 : 88-94, April 1918.

Gives the essentials of a socialized school.

CHILD-WELFARE.

772. **Child labor bulletin**, vol. 6, no. 4, February 1918.

Contains: 1. Florence I. Taylor: Physical welfare of employed children, p. 219-29. 2. Anna Rochester: Child labor in warring countries, p. 230-40.

773. **Henderson, Ernest F.** War orphans and child welfare in Germany. Survey, 40 : 39-41, April 13, 1918.

Deals with a number of school activities, such as school meals, vocational guidance, etc.

MORAL AND RELIGIOUS EDUCATION.

774. **Hunter, Marie Cole.** The international note in the church school curriculum. Religious education, 13 : 107-18, April 1918.

This paper was read before the sectional meeting of Church Directors at New York, on March 7, 1918.

775. **King, Irving.** The annual survey of progress. Community cooperation. Religious education, 13 : 93-106, April 1918.

A "review of typical expressions of our rapidly developing community consciousness."

776. **MacVay, Anna P.** Co-operation between school and college in character formation. High school quarterly, 6 : 157-63, April 1918.

Tells of the character records kept in the Wadleigh high school, New York City, and shows the use which is made of them.

777. **Syllabus on manners and conduct of life as adopted by the Board of superintendents (New York City)**, May 4, 1917. McEvoy magazine, 10 : 451-56, April 1918.

Conduct in the home, in the school, and in the outside world.

MANUAL AND VOCATIONAL TRAINING.

778. **Ferguson, Reginald W.** An industrial training experiment in England. National association of corporation schools bulletin, 5 : 155-67, April 1918.

An account of the educational scheme developed by Cadbury brothers at their Bournville chocolate works and a summary of results after twelve years of experiments.

779. **Johnson, D. D.** Qualitative standards for the making of curricula in industrial arts for the elementary school. *Industrial-arts magazine*, 7 : 123-27, April 1918.
780. **McCormack, Thomas J.** The heritages of the past. *School and home education*, 37 : 154-58, March 1918.
 Presidential address delivered at the Illinois Valley division of the State teachers' association, Ottawa, Ill., October 19, 1917.
 A plea that the schools seek a balance between vocationalism and classicism. Speaks of the results that follow in the train of the overemphasis of either, etc.
781. **Snedden, David.** The practical arts in general education. *Teachers college record*, 19 : 156-84, March 1918.
 Continued from the January number.
782. **U. S. Federal board for vocational education.** Agricultural education. Organization and administration. Washington, Government printing office, 1918. 43 p. 8°. (Bulletin no. 13. Agricultural series no. 1, March 1918)
783. ——— Emergency war training for gas-engine, motor-car, and motor-cycle repairmen. Washington, Government printing office, 1918. 79 p. 8°. (Bulletin no. 10, March 1918)
784. **Weld, L. G.** Ideals of industrial education. *Manual training magazine*, 19 : 263-65, April 1918.
 This statement of ideals constituted the concluding part of an address at the recent meeting of the Illinois manual arts association, held at Ottawa, Illinois.

VOCATIONAL GUIDANCE.

785. **Mercante, Victor.** The pedagogical significance of vocation. *Inter-America*, 1 : 237-43, April 1918.
 Urges teachers to consider their obligation to aid pupils to the wise choice of a vocation by discovering their aptitudes. Emphasizes the need of a rigid selection in the process of class promotion.

SCHOOL GARDENS.

786. **Billig, Florence G.** School gardening—a force in civic training. *Nature-study review*, 14 : 89-92, March 1918.
787. **Davis, Kary Cadmus.** School and home gardening; a textbook for young people, with plans, suggestions, and helps for teachers, club leaders and organizers. Philadelphia and London, J. B. Lippincott company [1918] 353 p. illus., front. 12°.

HOME ECONOMICS.

788. **Charters, W. W.** The project in home economics teaching. *Journal of home economics*, 10 : 114-19, March 1918.
 Presented at the meeting of the American home economics association, Kansas City, February 1917.
789. **Cooley, Anna M., Winchell, Cora M., Spohr, Wilhelmina, and Marshall, Josephine A.** Home economics studies in grades seven to twelve. *Teachers college record*, 19 : 119-30, March 1918.
 This article is one of four parts which together will define the content and conduct of the home economics subjects for grades 7 to 12.

COMMERCIAL EDUCATION.

790. **Swiggett, Glen L.** Training for foreign service. *Educational review*, 55 : 271-83, April 1918.
 Discusses importance of commercial education. Says that emphasis should be put upon "the essential differentiation of a study-group for business, domestic and foreign, with universal opportunity for pursuit on the part of the student but with vocational guidance, and taught by those who have had at least some practical experience in their subjects of instruction."

PROFESSIONAL EDUCATION.

791. **Aikens, Charlotte A.** The system of training and the nurse. Trained nurse, 60 : 197-200, 261-64, April, May 1918.
Criticises the multiplicity of subjects taught in training schools for nurses. Some of the scientific subjects, such as advanced chemistry, are of little value to the student.
792. **French, Harley E.** Entrance conditions in medical schools. Journal of the American medical association, 70 : 1058-61, April 13, 1918.
Gives the ideal standard for medical entrance; method of enrolment; scholarship of conditioned men, etc.; preponderance of reasons in favor of the continuance of entrance conditions.
793. State board statistics for 1917. Annual presentation by the Council on medical education of results of State board examinations. Journal of the American medical association, 70 : 1073-94, April 13, 1918.
Valuable tabulation of medical school graduates of 1913 to 1917 inclusive, examined by State boards during 1917.

CIVIC EDUCATION.

794. **Moret, Suzanne.** Le patriotisme à l'école américaine. Revue de Paris, 24 : 387-404, November 15, 1917.
Gives an account of the writer's observations while visiting American schools. The article is reviewed in Revue universitaire, 27 : 51-54, January 1918.
795. **Wade, Martin J.** Education in Americanism. Catholic educational review, 15 : 223-40, March 1918.
An address delivered at the annual meeting of the Iowa bar association, Council Bluffs, June 28, 1917.
The necessity for teaching law and government from the primary grades through the high schools.

REEDUCATION OF WAR INVALIDS.

796. **Bailey, Pearce.** The care of disabled returned soldiers. Mental hygiene, 1 : 345-53, July 1917.
Advocates the creation of federal and state boards of re-employment, which shall meet "the returned soldier at all points of discharge, and facilitate his return to self-support and independence in the civil community."

EDUCATION OF WOMEN.

797. Intercollegiate conference on vocational opportunities for women. Abstracts of addresses delivered at the second conference held March 7-8, at Norton, Mass. Education, 38 : 557-77, April 1918.
Contains: 1. *Emilie J. Hutchinson*: The newer demands for college women, p. 566-69. 2. *Julia C. Lathrop*: Opportunities for women in government service, p. 573-76.
798. **Formiggini Santamaria, E.** Per la psicologia dell'adolescenza femminile. (Risposta a L. di San Giusto) Rivista pedagogica, 10 : 646-60, October-December 1917.
799. **Johnson, Burges.** Is the woman's college essential in war time? Outlook, 118 : 586-91, April 10, 1918.
A discussion of war activities of women's colleges.
800. **Murtland, Cleo.** Pennsylvania's first trade school for girls. Industrial-arts magazine, 7 : 131-34, April 1918. illus.
The establishment of the Philadelphia trade school for girls.

EDUCATION OF DEAF.

801. National association of the deaf. Proceedings of the twelfth convention . . . held in Hartford, Conn., July 3-7, 1917. Olathe, Kan., Register print, 1918. 183 p. illus. 8°. (The Nad, vol. 3, no. 1, February 1918)
802. **Kennedy, Mildred.** How the study of speech-reading may be pursued by one living at a distance from school or teacher. Volta review, 20 : 135-37, March 1918.

EXCEPTIONAL CHILDREN.

803. **Grossmann, Maximilian P. E.** School adjustment to different child types. Educational foundations, 29 : 393-405, March 1918.
Read before the VIII. Conference of masters in church schools, at St. Luke's school, Wayne, Pa., September 14, 1915.
804. **Peacock, Robert.** Juvenile delinquency. Child (London) 8 : 265-82, March 1918.
Conditions in English cities, particularly in Manchester. Discusses the increase in juvenile delinquency; causes of increase; and gives suggestions and remedies for the prevention and arrest of delinquency.
805. **Richardson, C. Spencer.** Dependent, delinquent and defective children of Delaware. New York city, Russell Sage foundation, Department of child-helping, 1918. 88 p. 8°.
806. **Sullivan, Joe F.** What the crippled child is entitled to. Hospital school journal, 6 : 3-4, 1918.
The educational advantages to which the crippled child is entitled.
807. **Whittier state school, Whittier, Cal.** Department of research. Exceptional children in the schools of Santa Ana, California. A survey by the research staff of Whittier state school. Reported by J. Harold Williams. Whittier, Whittier state school, 1918. 40 p. 8°. (Bulletin no. 6)
References for further study, p. 40.

EDUCATION EXTENSION.

808. **Hathaway, Winifred.** University extension teaching in its relation to the conservation of health. American journal of sociology, 23 : 651-60, March 1918.
Shows what American colleges and universities have accomplished in the line of health conservation, civic betterment, demonstration work, etc.
809. **Nalder, F. F.** A new field for ambitious teachers (I-III). Journal of education, 87 : 399-400, 438-39, 459-60, April 11, 18, 25, 1918.
Pt. I, The development of extension service, the need for extension teachers, and the aims of university extension. Pt. II, The means of extension service. Pt. III, Marks of efficiency in extension service.

LIBRARIES AND READING.

810. **Dana, John Cotton.** The changing character of libraries. Atlantic monthly, 121 : 481-85, April 1918.
The theme of this article is that the day of the library of mere books is past; the day of the library of useful print has come.
811. **Jennings, J. T.** Librarianship as a profession in college and university libraries. Library journal, 43 : 227-33, April 1918.
812. **Wisconsin.** Department of public instruction. List of books for Wisconsin high school libraries, with indicated classification and cataloging; prepared by O. S. Rice and Bertha Bergold. Issued by C. P. Cary, state superintendent. Madison, Wis., 1917. 209 p. 8°.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

813. Administrative organization of the college of agriculture, by C. D. Jarvis. Washington, 1918. 16 p. (Higher education circular no. 8, March 1918)
814. A community center. What it is and how to organize it. By Henry E. Jackson. Washington, 1918. 52 p. plates. (Bulletin, 1918, no. 11)
815. Current problems in home economics. Washington, 1918. 11 p. (Home economics circular no. 2, January 1, 1918)

816. Education in patriotism. A synopsis of the agencies at work. Washington-1918. 10 p. (Teachers' leaflet no. 2, April 1918)
817. Government policies involving the schools in war time. Washington, 1918. 6 p. (Teachers' leaflet no. 3, April 1918)
Also in Survey, 39 : 626-28, March 9, 1918.
818. Home economics teaching in small high schools. Washington, 1918. 7 p. (Home economics circular no. 3, January 1918)
819. Lessons in community and national life. Washington, 1918. 6 pamphlets. 32 p. each. (Community leaflets, nos. 19-24)
No. 19. Lesson A-24: Concentration of population in great cities. Lesson A-25: The integrations of the greatest manufacturing concern in the United States. Lesson A-26: Concentration of control in the railroad industry. Lesson A-27: Concentration of social institutions.
No. 20. Lesson B-24: Building the industrial city of Gary. Lesson B-25: Concentration of production in the meat-packing industry. Lesson B-26: Concentration in the marketing of citrus fruit. Lesson B-27: Good roads.
No. 21. Lesson C-26: A seaport as a center of concentration of population and wealth. Lesson C-26: Charity in the community. Lesson C-27: Early transportation in the far west. Lesson C-28: The first railway across the continent.
No. 22. Lesson A-28: The worker in our society. Lesson A-29: The war labor administration.
No. 23. Lesson B-28: Women in industry. Lesson B-29: Labor organizations. Lesson B-30: Employment agencies. Lesson B-31: Employment management.
No. 24. Lesson C-29: Child labor. Lesson C-30: Social insurance. Lesson C-31: Immigration. Lesson C-32: Housing for workers.
820. Library books for high schools, comp. by Martha Wilson. Washington, 1918. 175 p. (Bulletin, 1917, no. 41)
821. Organization of high schools in war time. Washington, 1918. 6 p. (Secondary school circular no. 2, April 1918)
822. Statistics of state universities and state colleges for the year ended June 30, 1917. Washington, 1918. 17 p. (Bulletin, 1917, no. 55)
823. Thirty American heroes. Washington, 1918. 4 p. (Home education division. Reading course no. 9. Biography)
824. Thirty world heroes. Washington, 1918. 4 p. (Home education division. Reading course no. 7)
825. The work of American colleges and universities during the war. Effect of the war on student enrollment. Washington, 1918. 3 p. (Higher education circular no. 9, April 1918)
826. The work of the American colleges and universities during the war. The importance of technical training in military operations; by M. E. Cooley. 2 p. (Higher education circular no. 7, March 1918)

~~DEPARTMENT OF THE INTERIOR~~
DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1918, No. 20

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

JUNE, 1918



WASHINGTON
GOVERNMENT PRINTING OFFICE
1918

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Education and the war—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Agricultural education—School gardens—Home economics—Commercial education—Professional education—Civic education—Immigrants and illiterates—Reeducation of war invalids—Education of women—Negro education—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

With this issue the record suspends publication for the summer.

PROCEEDINGS OF ASSOCIATIONS.

827. **National society for the study of education.** Seventeenth yearbook.
Part I.—Third report of the committee on economy of time in education.
Part II.—The measurement of educational products. Bloomington, Ill., Public school publishing company, 1918. 2 v. 8°.

828. **New England association of colleges and secondary schools.** [Addresses delivered at the meeting held at Springfield, Mass., December 7-8, 1917] Education, 38: 621-732, May 1918.

Contains: 1. R. J. Ale: The war and secondary schools, p. 628-34. 2. J. M. Thomas: The war and the men's colleges, p. 635-43. 3. Lewis Perry: The school and college high brow, p. 644-49. 4. Mary E. Woolley: Educational problems in the colleges for women, p. 650-54. 5. C. W. Elliot: Abstract of address on Educational changes needed for the war and the subsequent peace, p. 655-58. 6. C. W. Elliot: The modern school, p. 659-67. 7. Paul Shorey: "The modern school," p. 668-84. 8. A. E. Stearns: Education and the new order, p. 685-93. 9. O. W. Caldwell: An experimental school, p. 694-705. 10. G. H. Browne: The modern school and present day distractions, p. 710-21. 11. C. H. Forbes: Assumptions of the "Modern school," p. 725-29.

829. **North Carolina teachers' assembly.** Proceedings and addresses of the thirty-fourth annual session. . . Charlotte, November 28-30, 1917. Raleigh, N. C., Commercial printing company, 1918. 259 p. 8°. (E. E. Sams, secretary, Raleigh, N. C.)

Contains: 1. A. T. Allen: President's address. A plea to make the educational efforts of the state an organic whole, p. 63-70. 2. E. K. Graham: Patriotism and the schools, p. 71-77. 3. I. C. Griffin: The need of an educational survey in North Carolina, p. 82-86. 4. Etta B. Spier: A plea for the reorganization of primary curriculum, p. 102-5. 5. E. H. Moser: The teacher and the results in the grammar school, p. 109-11. 6. N. W. Walker: The place of the high school in the county system, p. 117-19. 7. N. W. Walker: A constructive program of high school development, p. 119-23. 8. J. R. Nixon: School fairs, p. 123-26. 9. W. D. Allen: General needs of the music teacher, p. 129-33. 10. R. H. Bachman: Needed school adjustments to meet conditions thrust on us by the world war, p. 165-70. 11. Hoy Taylor: High school music credits, p. 172-77. 12. F. M. Harper: The legal status of the city school superintendent, p. 178-80. 13. G. A. Harrer: Some phases of Latin in the high school, p. 181-85. 14. A. A. Taylor: Examination and certification of city high school teachers, p. 190-95. 15. W. A. Harper: The standard college, p. 199-203. 16. Roy Thomas: What the farm-life school has done to develop community spirit, p. 213-15. 17. Gertrude Siler: How the high-school economics teacher can forward the government's plan for conservation, p. 227-28.

830. **North central association of colleges and secondary schools.** Proceedings of the twenty-second annual meeting . . . held at St. Louis, Mo., March 23-24, 1917. . . Pub. by the Association, 1917. 180 p. 8°. (H. E. Brown, secretary, Kenilworth, Ill.)

Contains: 1. List of accredited institutions of higher education, p. 15-28. 2. C. B. Curtis: Secondary school science, p. 36-47. 3. C. H. Johnston: Commission of unit courses and curricula. Preliminary statement, p. 49-56. 4. F. W. Cox: Recommendations of the commission on unit courses and curricula of the North central association of colleges and secondary schools regarding junior high schools, p. 56-61. 5. J. E. Stout: Part II of the report of the committee on unit courses and curricula, p. 61-66. 6. J. H. Newlon: Certain features of high school administration which should be standardised by the North central association, p. 76-86. 7. C. C. Certain: Standard library organization for accredited high schools of different sizes, p. 86-108. 8. C. O. Davis: Report of commission on secondary schools, p. 110-18. 9. Standards, statistical analyses and list of secondary schools accredited by the North central association of colleges and secondary schools, p. 118-35.

EDUCATIONAL HISTORY AND BIOGRAPHY.

831. **Browning, W. E.** The Lancasterian school system in England and the Americas. Educational foundations, 29: 465-73, April 1918.

A brief history of Joseph Lancaster and the introduction of his schools into England and the Americas. In conclusion, the author sums up the defects and the advantages of the system.

832. **Dugas, L.** Rousseau at Malebranche. *Revue pédagogique*, 72: 79-99, February 1918.

An attempt to show from an examination of the *Émile* that Rousseau was a disciple of Malebranche.

833. From college dean to war executive. I.—Frederick P. Keppel of Columbia, by Levering Tyson. II.—Dean Keppel in the War department, by Donald Wilhelm. *American review of reviews*, 57: 497-99, May 1918.

834. **McConaughy, James L.** Have we an educational debt to Germany? *Educational review*, 55: 361-76, May 1918.

A critical study of the German school system. Quotes from Samuel Laing and Horace Mann to show the undemocratic spirit of Prussian education. Says that one result of the war will be a modification of our German-borrowed scheme of state educational control into some form of national direction.

835. Schoolmasters in books. Educational news (Edinburgh) 43: 198-99, April 5, 1918.

An interesting study of teachers in the works of Sir Walter Scott, Charles Dickens, W. M. Thackeray, George Eliot, the Bronte sisters, Charles Lamb, etc.

836. Superintendent W. L. Ettinger. School 29: 349, May 9, 1918.

Life of the new head of the New York city public school system—exponent of the new education; his policy.

837. Swift, Fletcher H. Hebrew education in school and society. Open court, 32: 228-53, 312-16, April, May 1918.

Historical study of Hebrew education during the period of reaction to foreign influences. Second paper deals with woman and the education of girls.

CURRENT EDUCATIONAL CONDITIONS.

United States.

838. Brode, H. L. The place of propaganda in education. Inter-mountain educator, 13: 15-17, April 1918.

Some kinds of educational propaganda common to-day and the good and bad phases of a propaganda.

839. Connecticut. Board of education. Educational inquiry, Kent 1916-1917. Hartford, Conn., State board of education [1917] 33 p. 1 fold. pl. (map) 8°. (Bulletin 56)

Written by Mr. E. Ward Ireland, an agent of the State board of education.

840. ———. Educational inquiry, New Hartford 1918. Hartford, Conn., State board of education [1917?] 33 p. 1 fold. pl. (map) 8°. (Bulletin 30)

Written by Mr. E. Ward Ireland, an agent of the State board of education.

841. Edmunds, S. H. School surveys. Columbia, S. C., University of South Carolina, 1918. 29 p. 8°. (Bulletin of the University of South Carolina, no. 66, March 1918)

Paper read before the Department of superintendence, December 29, 1917.

842. Education—an investment or an expense. Being a statement of certain facts of interest to the teachers of Kansas, and the editor's comments thereon. Kansas teacher, 7: 21, 86-88, May 1918.

Sets forth the effort made by the teachers of Kansas to obtain new textbooks in geography and to do away with the books in use at present which are already twenty years old and now thoroughly out of date.

843. Huron, S. D. Board of education. Report of the superintendent of schools, 1916-1917. [Huron, S. D., Bowen pub. co., 1917] 86 p. 8°.

F. L. Whitney, superintendent.

This report is in part a survey of school conditions in the district.

844. Levine, Albert J. The Ettinger plan of education of New York. Journal of education, 87: 507-9, May 9, 1918.

845. Musselman, H. T. School visions and school work in the city of Port Arthur. Texas school journal, 35: 9-11, April 1918.

The Port Arthur, Texas, elementary school. A description of the school plan and its work.

Foreign Countries.

846. Adams, John. English lay critics of education. Educational review, 55: 377-87, May 1918.

Criticism of elementary education in England.

847. Capitalism and education. Athenæum (London), no. 4627: 131-34, March 1918.

Views of English captains of industry on the educational question. Writer says that we must get rid of the commercial view that education is intended for the cultivation of the intellects of the few and not for the uplifting of the masses.

848. Hicks, Charles E. Glimpses of Nippon at school. Journal of race development, 8: 323-45, January 1918.

Describes the educational system of Japan.

849. **Kandel, I. L.** England and educational reconstruction. New republic, 15: 13-16, May 4, 1918.

Discusses the provisions of the education bill, now being considered in the British parliament. Says that the measure will undoubtedly pass, for it has the support of every creed and all political parties. Commends that feature of the bill which permits local authorities to spend money on research in education.

EDUCATION AND THE WAR.

850. **Allen, William Harvey.** War fact tests for graduation and promotion. Yonkers-on-Hudson, N. Y., World book company, 1918. 80 p. front., illus. 12°.
851. **Finley, John H.** Report of a visit to schools of France in war time . . . with messages to the universities, colleges and schools of America from those of France. [Albany] The University of the state of New York, 1917. 136 p. front., plates. 4°.
852. **Futrell, John C.** Education and the war. Arkansas teacher, 6: 8-9. May 1918.
Education after the war.
853. **Grossmann, Maximilian P. E.** Some of the regrettable effects of the war on children of school age. Educational foundations, 29: 479-82, April 1918.
854. **Levine, Albert J.** Ideals and methods of education in the crucible of war. Educational foundations, 29: 517-26, May 1918.
855. **Munroe, James Phinney.** What the war means to education. [New York, D. C. McMurtrie] 1918. 12 p. 12°.
Convocation address, George Washington university, February 22, 1918.
856. **Thwing, Charles Franklin.** Prospects of liberal education after the war. Hibbert journal, 16: 402-14, April 1918.
Says that the closer political union of Great Britain, France, and the United States is sure to have a fundamental influence on American higher education. After the war, liberal education, in order to maintain itself, and even to increase its force, should give special heed to certain great, constant factors and elements of its learning, among which are history, literature, philosophy, and religion.
857. **Wegner, Henry C.** Education and war. American education, 21: 456-58, May 1918.
Education that caused the war, education that will help win this war, and education that must end all war.
858. **Wilson, Woodrow.** War addresses of Woodrow Wilson; with an introduction and notes by Arthur Roy Leonard. Boston, New York [etc.] Ginn and company [1918] xxxii, 129 p. front. 16°.

EDUCATIONAL THEORY AND PRACTICE.

859. **Aubin, A.** Savoir positif et procédés mécaniques d'enseignement. 2^e article. Revue pédagogique, 72: 100-29, February 1918.
Continued from Revue pédagogique, September 1917.
860. **Blumberg, Philip S.** Once more Flexner's "A modern school." School and society, 7: 545-51, May 11, 1918.
Answers the criticisms brought forth by Isaac Thomas against Flexner's "A modern school," which appeared in School and society for November 24, 1917.
861. **Bryant, D. C.** The good recitation. Ohio educational monthly, 67: 182-86, May 1918.
A discussion of the factors making for a good recitation such as the lesson assignment, preparation by the teacher, preparation by the pupil, etc.
862. **Great Britain.** Board of education. Suggestions for the consideration of teachers and others concerned in the work of public elementary schools. London, H. M. Stationery office, 1918. 159 p. 8°.
Reprinted with revision of the introductory chapters and of the parts relating to nature study.

863. Howard, Frank E. The individual versus the group in education. *Educational review*, 55: 388-97, May 1918.

Says that a present defect in our educational agencies is that they have done too little "to develop social virtue. We must seek to change the joy of individual work into the joy of cooperative work and to inoculate our people with the spirit of our institutions."

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

864. Aguayo, A. M. El laboratorio de paidología de la universidad. Habana, "El Siglo XX" de Aurelio Miranda, 1918. 19 p. 8°.
865. Hug-Hellmuth, H. von. A study of the mental life of the child. *Psychoanalytic review*, 5: 193-227, April 1918.
Translated from the German by J. J. Putnam and Mabel Stevens. Second article of series. Deals with play activities, memory, imagination, development of the understanding, and bodily functions.
866. Jones, W. Franklin. A study of handedness. Vermillion, S. D., Pub. by the University, 1918. 80 p. illus. 8°. (Series 17, no. 14, March 1918.)
867. Toops, Herbert A. and Pintner, Rudolf. Mentality in its relation to elimination from school. *School and society*, 7: 507-10, 534-39, April 29, May 4, 1918.

EDUCATIONAL TESTS AND MEASUREMENTS.

868. Daashiell, J. F. Children's sense of harmonies in colors and tones. *Journal of experimental psychology*, 2: 466-75, December 1917.
Experiments on kindergarten children of Minneapolis, Minn. Afterwards the same observations were made on 126 sophomores at the University of Minnesota.
869. Dearborn, Walter F. and Brewer John M. Methods and results of a class experiment in learning. *Journal of educational psychology*, 9: 63-82, February 1918.
"This is an experiment with a code substitution test. Five other tests were given at the beginning and at the end of the practice period to test the transfer effect. There was a decided improvement in the practice series, but the facilitation and interference in the other tests practically balance each other, leaving little evidence of transfer."
870. Minnick, J. H. Certain abilities fundamental to the study of geometry. *Journal of educational psychology*, 9: 83-90, February 1918.
"The abilities in question were to draw a figure for a theorem; to state the hypothesis and conclusion of the theorem; to recall additional facts about the figure when one or more facts are given; and to select from the available facts those necessary for a proof. Each of these was tested on one thousand pupils who had recently finished the first two books of geometry."
871. Race, Henrietta V. A study of a class of children of superior intelligence. *Journal of educational psychology*, 9: 91-98, February 1918.
"Twenty-one fourth grade children were selected on the basis of high intelligence quotients as determined by the Stanford revision of the Binet tests and placed in a special advancement class. Two years' work was easily done in one. The scores of a number of other tests are given."
872. Rogers, Agnes Low. Experimental tests of mathematical ability and their prognostic value. New York city, Teachers college, Columbia university, 1918. 118 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 89.)
873. Terman, Lewis M. Errors in scoring Binet tests. *Psychological clinic*, 12: 33-39, April 15, 1918.
874. Wallin, J. E. Wallace. The peg formboards. *Psychological clinic*, 12: 40-53, April 15, 1918.
Points out the serviceability of the peg formboards as a simple motor or psychomotor test.

SPECIAL METHODS OF INSTRUCTION.

875. Averill, Lawrence A. The motion picture and child development. *Educational review*, 55: 398-409, May 1918.
A plea for proper motion pictures. Effect on children. Advocates providing special juvenile performances at stated times and places, with films carefully selected in which all sex and crime scenes are eliminated.

876. **Branom, Mendel E.** The value of the project-problem method in elementary education. *Elementary school journal*, 18: 618-22, April 1918.
Discusses plan as worked out in the St. Louis schools.
877. **Fox, Florence C.** Socialized recitations. *Moderator-topics*, 38: 551-52, May 9, 1918.

SPECIAL SUBJECTS OF CURRICULUM.

878. **Association of history teachers of the middle states and Maryland.** Proceedings of the meetings held in 1917 at Philadelphia, Poughkeepsie and Philadelphia. Number 15. 61 p. 8°. (L. R. Schuyler, secretary-treasurer, College of the City of New York, New York, N. Y.)
Contains: 1. How far should the teaching of history and civics be used as a means of encouraging patriotism? [by] H. V. Ames, p. 6-16; [by] W. S. Myers, p. 17-18; [by] Louise H. Haezeler, p. 18-20. 2. A. S. Beatman: Should the curriculum in history for vocational students differ from that for academic students? If so, how? p. 24-31. 3. J. M. Gambrell: Should vocational interests determine the history curriculum? p. 31-36. 4. What can the teacher of history do now? [by] D. C. Knowlton, p. 41-46; [by] H. W. Hoagland, p. 46-48; [by] W. B. Guthrie, p. 48-50; [by] Lucy E. Textor, p. 51.
879. **Branom, Mendel E.** The project-problem method in the teaching of geography. *Journal of geography*, 16: 333-38, May 1918.
880. **Brereton, Cloudeley.** A defence of the modern humanities. *Nineteenth century*, 83: 810-23, April 1918.
A reply to an article by Cyril Robinson in the *Nineteenth century*, for June, 1917, giving a critical defence of the present system of education in English public schools—the maintenance of an extreme type of classical instruction for all boys from 10 to 16-17. Criticises the point of view of Mr. Robinson, and says that early specialisation in classics will have to be abandoned.
881. **Caldwell, Otis W. and others.** The course in natural science in the University elementary school. *Elementary school journal*, 18: 571-87, April 1918.
Third article of series. Deals with grades 6 and 7, and gives type-lessons.
882. **Committee to enquire into the position of modern languages in the educational system of Great Britain.** Report of the committee appointed by the prime minister to enquire into the position of modern languages in the educational system of Great Britain. Presented to Parliament by command of His Majesty. London, H. M. Stationery office, 1918. viii, 82 p. 8°. (Cd. 9036)
An important document containing an able and broad-minded examination of its subject.
883. **Greenlaw, Edwin.** Required work in literature for undergraduates. *English journal*, 7: 285-94, May 1918.
Lays emphasis on the spiritual and moral values to be obtained from reading and studying the best poets.
A paper read before the Southern association of colleges and secondary schools, November 1917.
884. **Harris, George W.** War on the German language. *Journal of education*, 87: 457-58, April 25, 1918.
Suggests as a motto for the guidance of all educators—"In higher institutions, the languages of all democratic peoples, as electives; and in all our schools, English, English, English everywhere required."
885. **Hendrick, Ellwood.** Science in the humanities. *Atlantic monthly*, 121: 656-64, May 1918.
Writer says that the greatest thing to teach is the science of living, the understanding of human reactions, the ways of people and things, and the cognisance of them.
886. **Herdman, W. A.** Some thoughts on science teaching in schools. *School world* (London), 20: 117-22, April 1918.
Value of scientific teaching in order to determine vocational proclivities of pupils and to lead to habits of correct observation, etc.
887. **Hollingsworth, Leta S. and Winford, C. Amelia.** The psychology of special disability in spelling. New York city, Teachers college, Columbia university, 1918. 105 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 88.)

888. An independent college of political science. *Nation*, 106: 559-60, May 11, 1918.

Writer proposes "to secure from the various universities of the country a corps of selected specialists in the several branches of social science, relieve them from administrative responsibilities, grant them self-government, and set them free to investigate, publish, and teach."

889. Jones, Franklin T. Practice exercises in physics. *School review*, 26: 341-48, May 1918.

Tests in physics to ascertain the student's knowledge of the numerical problem in heat.

890. Mackay, M. Boyd. The teaching of history in schools. *Journal of education* (London) 50: 217-19, April 1918.

As regards teaching of history in English schools the writer says that the best point of contact from which to start with small children of secondary school age is some period of early English history.

891. Magee, Helene B. Inspiration in freshman composition. *English journal*, 7: 313-21, May 1918.

Writer says: "Once convince a freshman class of the fact that the organizing of material for themes and the subsequent expression of that material in sentences and paragraphs which are orderly and clear are an essential part in any young person's training for such a working out of his or her own salvation, and you will have a class which is 'interested.'"

892. Moore, Frank G. Haste and waste in translating Latin. *Educational review*, 55: 417-26, May 1918.

893. Moritz, Robert E. Does the study of mathematics train the mind specifically or universally? a reply. *School and society*, 7: 485-92, April 27, 1918.

A reply to an article by Ernest C. Moore, which appeared in *School and society* for October 27, 1917.

894. Myers, G. W. Progressive teaching of mathematics—what is it? *School science and mathematics*, 18: 387-96, May 1918.

A talk to the Chicago City mathematical club, January 11, 1918.

895. Painter, George S. Mathematics as a study. *American education*, 21: 444-55, May 1918.

Discusses mathematics as a science, mathematics in relation to other sciences, and mathematics as a mental discipline.

896. Science in secondary schools. *School world* (London) 20: 28-32, April 1918.

Method in science teaching. From the report of a committee appointed by the British association to consider and report upon the method and substance of science teaching in secondary schools, with particular reference to the essential place of science in general education.

897. Scott, Jonathan F. History teaching and international friendship. *Nation* (Educational supplement) 106: 537-39, May 4, 1918.

Says that school histories, especially, have tended to perpetuate antagonisms between Canada and the United States, growing out of the American revolution and the War of 1812. "Why perpetuate these antagonisms?" says the writer.

898. Sperlin, O. B. What literature shall we teach? *English journal*, 7: 303-12, May 1918.

Discusses the recommendations of the Committee on the reorganization of English in secondary schools, published by the U. S. Bureau of education. Emphasizes idealization as the important factor in the teaching of literature, and finds the best literature to this end in the after-the-eighteenth century period.

899. Sturtevant, E. H. An obvious means of increasing the study of the classics. *Classical weekly*, 11: 202-4, May 6, 1918.

Says that we are more likely to hold a man for classical study if we put him at Greek first than if we started him with Latin. Thinks that Greek offers the most attractive material.

900. Taylor, David C. The melodic method in school music; a manual for teachers and supervisors. New York, The Macmillan company, 1918. 171 p. 12°.

901. Torrey, Harry B. Value and service of zoological science: value to the individual. *Science*, n. s. 47: 471-76, May 17, 1918.

Says that zoology presents peculiar advantages to the elementary student in school or college, for the use of the constructive imagination.

KINDERGARTEN AND PRIMARY SCHOOL.

902. **Watkins, Catharine E.** The responsibility of the kindergarten to its own ideals. Kindergarten and first grade, 3:178-81, May 1918.
Address given at the International kindergarten union session, Department of superintendence, at Atlantic City, N. J.

RURAL EDUCATION.

903. **Arp, Julius Bernhard.** Rural education and the consolidated school. Yonkers-on-Hudson, N. Y., World book company, 1918. 212 p. illus. 12°. (School efficiency monographs.)
904. **Jinks, John H.** Manual training in rural schools. Southern workman, 47: 233-40, May 1918.
Discusses book repairing. Illustrated.

SECONDARY EDUCATION.

905. **Davis, C. O.** Junior high schools in the North central association [of colleges and secondary schools] territory, 1917-18. School review, 26: 324-36, May 1918.
Study based on a questionnaire sent to each north central secondary school which was on the accredited list last year. "Almost precisely $\frac{1}{2}$ (25.78 per cent) of the accredited schools of the Association have taken steps intended to develop a six-year high school system." Thinks that the junior high school is positively advantageous.
906. **Mangun, Vernon L.** Some junior high school facts drawn from two years of the six-six plan at Macomb, Illinois. Elementary school journal, 18: 598-617, April 1918.
Writer reaches the following conclusion: "Assuming the purpose of the public school to be that of serving all the children more completely during a school career of maximal length by meeting their needs more accurately, the reorganization described has proved by two years' trial to be a successful means toward the fuller realization of that purpose."
907. **Wake, William S.** The failing pupil in the high school. School review, 26: 349-64, May 1918.
Discusses causes for failing and dropping out. Says that the keeping of students' history cards is most indispensable.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

908. **Bacon, Gertrude M.** The organization and administration of the practice school. Journal of the New York state teachers' association, 5: 85-88, April 1918.
909. **Boas, Franz.** Scientific progress and university government. Nation (Educational supplement) 106: 539-40, May 4, 1918.
Says that the interests of science and education demand that "the officers of scientific institutions be so placed that no consideration of dependence upon governing bodies should restrict their freedom of thought and expression."
910. **Denny, J. V.** Preparation of college teachers of English. English journal, 7: 322-36, May 1918.
Advocates making the master's degree in English a teacher's degree, indicating that the holder had made special preparation for teaching English and naming both his scholastic and his professional preparation.
911. **Institute for public service, New York city.** Teacher benefits from school surveys. New York city. Institute for public service [1918?] 24 p. 8°. (Educational review of reviews, no. 48.)
912. **Lull, H. G.** Curricular problems of degree granting normal schools or teachers' colleges. p. 71-87. 8°.

Reprint from Educational administration and supervision, vol. 4, no. 2, February 1918.
Read before the Western association of college teachers of education, Omaha, December 29, 1917.
This paper embodies the essential points in a report made by a committee of the Kansas state normal school to the Carnegie foundation for the advancement of teaching.

913. **Morrison, Henry C.** The shortage of teachers. Hartford, Conn., State board of education, 1918. 8 p. 8°. (Connecticut. State board of education. Bulletin 47, Series 1917-18.)
An address before the Connecticut superintendents' association, February 15, 1918.
Also in part in *Journal of education*, 87: 451-52, April 25, 1918.
Discusses the salary question and the shortage of teachers.
914. **New Haven teachers' league.** Report of research committee, New Haven teachers' league. New Haven teachers' journal, 11: 4-15, April 1918.
Results of a study undertaken by the research committee of the New Haven teachers' league to find out the situation in the schools concerning experience of teachers, children per teacher, subnormal children, physical condition, etc.
915. **Pitman, J. Asbury and Sweitzer, Channing E.** The standardization of the salaries, duties, qualifications and titles of the instructors in the several normal schools of Massachusetts—I-IV. *Journal of education*, 87: 482-83, 522-24, 544-45, 549, 600-7, May 2, 9, 16, 30, 1918.
916. **Prior, D. O.** The place of philology in the training of the school teacher. Modern language teaching (London) 14: 45-54, March 1918.
Address delivered at the annual general meeting of the Modern language association, London, January 12, 1918.
Shows the importance of philology to the teacher; its definite moral value. It is a formal science requiring absolute precision.
917. Recommendations as to teachers' salaries. West Virginia school journal and educator, 47: 400-401, May 1918.
Recommendations of a committee appointed November 17, 1917, by the Monongahela Valley teachers' round table to investigate the subject of teachers' salaries and shortage of teachers in West Virginia.
918. State superintendents write on teachers' salaries. Normal instructor and primary plans, 27: 58, 60, June 1918.
Letters from a number of state superintendents of education in regard to the matter of teacher supply and teachers' salaries.
919. **Stoutemyer, J. H.** The teaching of the history of education in normal schools. School and society, 7: 571-80, May 18, 1918.
Bibliography: p. 580.
A. The status of the teaching of history of education.—B. Comments and criticisms of the teaching of history of education.—C. A critique of the content of text-books.
920. **Wilson, Thomas J.** On teachers' wages. Illinois teacher, 6: 91-92, April 1918.
A part of an article which appeared in the latest number of the Alumni quarterly of the Illinois state normal university.
Advocates the teachers' union for adjusting the salary question.

HIGHER EDUCATION.

921. **Association of American colleges.** Addresses at fourth annual meeting. Chicago, Ill., Association of American colleges, 1918. 86 p. 8°. (Association of American colleges bulletin, vol. 4, no. 3, April 1918.) (Raymond M. Hughes, secretary-treasurer, Oxford, Ohio)
Contains: 1. E. C. Sanford: The three year course, p. 3-13; Discussion, p. 13-17. 2. J. C. Dinamore: Co-operative purchasing for colleges, p. 17-20; Discussion, p. 20-22. 3. Alexander Meiklejohn: The last two years of the college course, p. 22-32. 4. C. F. Thwing: Prospects of liberal education in the United States after the war, p. 32-36. 5. Charles Cestre: The cultural advantages of French universities for American students, p. 36-58. 6. L. P. Powell: Our allies' expectations, p. 58-66. 7. J. H. MacCracken: Pooling of college interests as a war measure, p. 66-79; Discussion, p. 79-80.
922. **Hurt, Huber William.** Comparative statistics of registration of thirty universities for 1916 and 1917. School and society, 7: 561-69, May 11, 1918.
Gives a number of tables showing the effect of the war on college enrollments, and suggests that the federal government might properly conduct an enlisting campaign in our secondary schools to secure graduates to actually enlist for college and university to prepare to take the place of the thousands who have sprung to the defense of the colors.
923. **Schaffer, Aaron.** The Jewish student at the American universities. Johns Hopkins alumni magazine, 6: 241-49, March 1918.

SCHOOL ADMINISTRATION.

924. **Pennsylvania state educational association.** [Proceedings of the Department of school directors and the Association of school board secretaries.] Harrisburg, Pa., February 6-8, 1918. *Pennsylvania school journal*, 6: 429-85, April 1918.

Department of School Directors.

Contains: 1. J. B. Richey: The new education, p. 431-33. 2. C. B. Connelly: Vocationalized schools, p. 433-35; Discussion, p. 435-38. 3. S. R. McClure: A director's look around, p. 438-44. 4. C. A. Herrick: Importance of academic training, p. 446-49; Discussion, p. 449-52. 5. T. B. Shankle: New Kensington vocational school, p. 452-54. 6. C. N. Kendall: Some factors that make good school officials, p. 454-58. 7. Samuel Hamilton: The world war and the school, p. 458-66.

Association of School Board Secretaries.

8. J. G. Sansom: Standardization of school supplies, p. 473-74. 9. R. E. Richardson: Election and supervision of janitors, p. 475-76. 10. Mrs. E. S. H. McCauley: Secretary's relation to educational system, p. 479-81. 11. R. M. Bolenius: Preparation and recording of minutes, p. 481-84.

Paper no. 9 also in *American school board journal*, 56: 28, 75, May 1918.

925. **Wagner, Charles A.** Undetermined values in supervision of instruction. *American school board journal*, 56: 29-30, May 1918.

Some of the questions discussed are: Shall supervision be intensive or extensive? What frequency of visits produces maximal benefits? Shall the visits be planned or chance visits? How shall a supervisory visit be made effective? etc.

926. **When teachers judge the school board.** [By] a superintendent's wife. *American school board journal*, 56: 21-22, May 1918.

Points out many little ways in which the trustee can be helpful to the teacher.

927. **Whitney, F. L.** Exchange of pupil unit costs among small school systems. *American school board journal*, 56: 23-24, May 1918.

The value to small school systems of exchanging information concerning the cost of instruction, etc.

SCHOOL MANAGEMENT.

928. **Bezard, J.** De la dictée primaire à la version latine; réflexions d'un professeur de première sur la correction des devoirs. *Revue universitaire*, 27: 165-83, March 1918.

Deals with methods of marking and correction of written exercises.

929. **McClelland, W. H.** How may the teaching principal successfully supervise his school? *Journal of the New York state teachers' association*, 5: 105-8, April 1918.

The qualifications of a good supervising principal, the use of tests, etc.

930. **Wiley, Mary C.** The English examination. *English journal*, 7: 327-30, May 1918.

Instead of the old-time memory tests, the Winston-Salem (N. C.) high school has substituted what the pupils themselves call "thought examinations," in which books are used and the pupils are allowed to consider each question with the text open before them.

931. **Zerble, J. L.** Personal judgments as a factor in grading. *School science and mathematics*, 18: 405-17, May 1918.

Bibliography on school grading, p. 414-17.

Shows the deviation of teachers in marking the same papers.

SCHOOL ARCHITECTURE.

932. **Cooper, Frank I.** Standardization of schoolhouse planning and construction. *American school*, 4: 109-11, April 1918. illus.

Read before the Department of school administration, National education association, Atlantic City, N. J., February 1918.

933. **New York (State) University.** Division of school buildings and grounds. School buildings and grounds. . . [Albany, 1917] 440 p. front., plates (1 col., 1 fold.), plans. 4°. (v. 3 of the eleventh annual report of the State department of education)

934. Schoolhouse construction during the war. American school board journal, 56: 46-50, May 1918.

Some pertinent opinions of prominent school officials and architects on the article by J. C. Llewellyn, in the March issue of the Journal.

SCHOOL HYGIENE AND SANITATION.

935. American school hygiene association. Proceedings of the tenth congress. . . . Vol. VII. Albany, June 7-9, 1917. 296 p. 8°. (William A. Howe, secretary, Albany, N. Y.)

Contains: 1. Mildred B. Curtiss: Health problems among rural school children, p. 23-28. 2. Katherine Olmsted: Effective methods of teaching hygiene in schools, p. 29-39. 3. Edith M. Walker: The place of health education in the school curriculum, p. 39-46. 4. Grace L. Meigs: Health of the child before school age, p. 47-50. 5. Defects of hearing and speech, p. 51-85. 6. Winifred Hathaway: University extension teaching in its relation to the conservation of health, p. 85-92. 7. M. A. Campbell: The public school pupil with partial sight, p. 92-97. 8. H. E. Allen: Present-day factors in the schools for the blind as emphasized at Perkins institution, p. 97-103. 9. C. P. McCord: Preventive treatment for Albany public school children, p. 104-11. 10. E. F. Kelley: Nutrition of the school child, p. 111-13. 11. W. B. F. Emerson: Malnutrition among school children, p. 115-17. 12. M. L. Ogan: How can better results be obtained in securing correction of defects found among school children of first-class cities? p. 142-49. 13. Florence A. Sherman: Medical inspection of schools in Bridgeport, Conn., p. 159-64. 14. F. E. Fronczak: Buffalo's campaign for open-air schoolrooms, p. 164-68. 15. W. E. Woodbury: The Petersham plan, p. 168-76. 16. W. A. Howe: The system of school medical inspection in New York state, p. 176-94. 17. Bessie L. Park: Physical training in the one-room school, p. 198-205. 18. G. N. Messer: A summary of the physical training work in the private schools of New York state, p. 210-17. 19. E. M. Tuttle: A point of view on the New York state physical training program in rural districts, p. 222-31. 20. H. J. Norton: The organization of the department of physical education of the Rochester public schools, p. 231-44. 21. H. D. Chadwick: Tuberculosis in school children, p. 244-52. 22. E. S. Elwood: Fortifying the child against mental disorders, p. 269-76. 23. E. R. Williams: Eyestrain in school children, p. 283-90. 24. W. M. Carhart: Retardation in school from refractive errors, p. 290-96.

936. Alden, Percy. A ministry of health. Contemporary review, 113: 380-88, April 1918.

A plea for governmental supervision of health in England, in the form of a new department of health. Cites work of schools as regards medical supervision, etc.

937. Holley, Helen. Health of school children. Texas school journal, 35: 12-14, May 1918.

How to promote physical efficiency in our schools, by means preventive and remedial.

938. MacDonald, Neil S. Open-air schools. Toronto, McClelland, Goodchild & Stewart, 1918. 127 p. 12°.

Bibliography: p. 123-27.

Submitted in partial fulfillment of the requirements for the degree of doctor of pedagogy in Queen's university, Kingston, Ontario.

Contents.—I. The open-air school idea and its development.—II. Open-air schools in Germany.—III. Open-air schools in Great Britain and Ireland.—IV. Open-air schools in the United States.—V. Open-air schools in Canada and other countries.—VI. The physiological and psychological bases of the movement.—VII. Organization of a typical open-air school.—VIII. Food and sleep.—IX. The curriculum.—X. The curriculum.—XI. Personal observations and summary.

PHYSICAL TRAINING.

939. Becht, J. George. Physical education in the state of Pennsylvania. Mind and body, 25: 113-19, May 1918.

A preliminary report made by the executive secretary of the State board of education, Harrisburg, Pa.

940. Hilderbrant, Edith L. Military training in high schools. Educational review, 55: 410-16, May 1918.

Argues against the introduction of military training in high schools.

941. Kleeberger, F. L. Athletics and the war game. School and society, 7: 541-45, May 11, 1918.

Advocates government legislation imposing a proper and definitely specified physical training for all boys and girls between the ages of six and twenty-two, followed up at certain intervals by a few weeks of technical military training under camp conditions for the boys.

942. MacDonald, Pirie. Scouting and recreational leadership. Journal of education, 87: 425-27, April 18, 1918.

The primary principles and underlying ideas of scout requirements and tests.

943. **Stecher, William A.** Modern viewpoints regarding physical education. *American physical education review*, 23: 225-31, April 1918.
Read at the Pennsylvania teachers' association, Johnstown, Pa., December 26, 1917.

SOCIAL ASPECTS OF EDUCATION.

944. **Avery, Lewis B.** The wider use of the school plant. *School and society*, 7: 481-85, April 27, 1918.
945. **Byington, Margaret F.** The normal family. *Annals of the American academy of political and social science*, 78: 13-27, May 1918.
Discusses among other things the educational value of the home.
946. **Sugg, W. H.** An experience with community meetings. *Kentucky high school quarterly*, 4: 36-40, April 1918.
The principal of Ballard county high school, located at La Center, Ky., gives the results of a real experience and shows what can be done in a community under proper leadership to promote community consciousness and cooperation.
947. **Wilson, H. B.** The community relationships of the school a source of motives. *School and home education*, 37: 201-5, May 1918.
"This article shows good motives for work which may be derived from activities outside of the schools."

CHILD-WELFARE.

948. **Abels, Margaret Hutton.** From school to work. A study of children leaving school under 16 years of age to go to work in Waltham, Mass., an industrial community of about 30,000 inhabitants. Washington, Government printing office, 1917. 59 p. 8°. (U. S. Department of labor. Children's bureau.)

MORAL EDUCATION.

949. **Hutchins, William J.** The \$5,000 prize code of morals for children. *American magazine*, 85: 26-27, April 1918.
A code for use in the character-training of children by teachers and parents. Only the first half is printed here. This code won the prize offered by the National institution for moral instruction in the contest closing on Washington's birthday 1917.

RELIGIOUS EDUCATION.

950. **Southern Baptist education association.** Proceedings of the sixth mid-winter conference . . . held at Nashville, Tenn., January 24-26, 1918. 63 p. 8°. (Albert R. Bond, secretary, Nashville, Tenn.)
Contains: 1. W. J. McGlothlin: The German school system and the great war, p. 12-20. 2. Edgar Godbold: The religious activities of the Southern Baptist schools, p. 21-25. 3. R. W. Weaver: The obligation of Southern Baptists to improve the rural elementary school and the method which ought to be employed to secure this result, p. 32-38. 4. C. C. Pearson: The state and the denominational college, p. 45-50.
951. **Miller, Elizabeth Erwin.** The dramatization of Bible stories; an experiment in the religious education of children. Chicago, Ill., The University of Chicago press [1918] xiv, 162 p. illus. 12°.
952. **Mutch, William J.** Method in elementary Bible teaching. *International review of missions*, 7: 235-41, April 1918.

MANUAL AND VOCATIONAL TRAINING.

953. **Bell, Louis A.** Applied mechanics for vocational schools. *Industrial-arts magazine*, 7: 165-71, May 1918. illus.
954. **Clement, Clara Torrey.** A plea for closer correlation between the fine arts department and the industrial arts department in our public schools. *Industrial-arts magazine*, 7: 172-75, 210-13, May, June 1918.
A thesis presented to the New York state college for teachers, May 1917, in partial fulfillment of the requirements for the degree of Master of Arts.

955. **U. S. Federal board for vocational education.** Emergency war training for airplane mechanics. Engine repairmen, woodworkers, riggers, and sheet-metal workers. Washington, Government printing office, 1918. 59 p. 8". (Bulletin no. 12, April 1918)
956. **Weidlein, E. B.** The industrial fellowships of the Mellon institute. Science, n. s. 47: 447-50, May 10, 1918.
Gives a list of the fellowships in operation at the institute on March 1, 1918.

AGRICULTURAL EDUCATION.

957. **Association of American agricultural colleges and experiment stations.** Proceedings of the thirty-first annual convention . . . held at Washington, D. C., November 14-16, 1917. Burlington, Vt., Free Press printing company, 1918. 328 p. 8". (J. L. Hills, secretary, Burlington, Vt.)
Contains: 1. K. L. Butterfield: The Morrill act institutions and the new epoch, p. 43-59. 2. W. M. Riggs: Report of the committee on college organization and policy, p. 70-79. 3. C. A. Prosser: The Smith-Hughes act and the land-grant colleges, p. 79-84. 4. L. S. Hawkins: The Smith-Hughes act. The training of vocational teachers in agriculture, p. 84-90. 5. L. H. Carris: The Smith-Hughes act. The training of vocational teachers in trades and industries, p. 91-103. 6. Josephine T. Berry: The Smith-Hughes act. The training of vocational teachers in home economics, p. 103-16. 7. Alfred Vivian: The Smith-Hughes act. The state board, p. 116-22. 8. L. S. Hawkins: Comments on address of Dean Vivian on the relation of the state board of vocational education to the Smith-Hughes bill, p. 122-25. 9. Grenville Clark: Military training in land-grant colleges, p. 161-64. 10. E. J. James: Military training in land-grant colleges, p. 164-68. 11. E. C. Perisho: The best things done by the land-grant institutions to aid the states and nation to meet the emergencies of the war, p. 175-83. 12. A. M. Soule: How the land-grant colleges may organize to serve the government in the war emergency, p. 183-90. 13. C. D. Jarvis: A study of the requirements for graduation in agriculture, p. 190-202. 14. Alexander Gray: Changes in engineering curricula to meet war conditions, p. 210-14; Discussion, p. 214-17. 15. H. S. Boardman: Modifications in engineering curricula to meet war conditions, p. 217-19. 16. C. R. Jones: Modifications in engineering curricula to meet war conditions, p. 220-25; Discussion, p. 225-29.
958. **Bogan, William J.** Agricultural training for city high school boys. Manual training magazine, 19: 297-301, May 1918. illus.
The work of a branch of the U. S. Boys working reserve in Chicago, Ill.
959. **Bouchendhomme, E.** L'éducation professionnelle agricole et ménagère. Revue pédagogique, 72: 21-50, January 1918.
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960. **Massachusetts. Commission on the investigation of agricultural education.** Report. January, 1918. Boston, Wright & Potter printing co., 1918. 61 p. 8".
Report of the Commission to investigate agricultural education at the Massachusetts agricultural college and the development of the agricultural resources of the commonwealth, authorized by resolves of the General court in 1916 and 1917.
961. **Nolan, Aretas W.** The teaching of agriculture; with an introduction by Eugene Davenport. Boston, Houghton Mifflin company [1918] ix, 277 p. 12".
Contains recommendations concerning the aim, the scope of work, the principles, materials, and methods to be used in teaching agriculture in elementary and secondary schools.
962. **Wilson, G. M.** Instruction for teachers of agriculture under the Smith-Hughes vocational education law. School and society, 7: 520-23, May 4, 1918.
An address delivered before the agricultural section of the National society for the promotion of industrial education, Philadelphia, February 21, 1918.

SCHOOL GARDENS.

963. **Claxton, P. P.** The United States school garden army. American review of reviews, 57: 393-94, April 1918.
Work of the Bureau of education in promoting school gardens.

HOME ECONOMICS.

964. **Alabama home economics association.** Proceedings of the fourth annual conference, February 1-2, 1918. Montevallo, Ala., Alabama girls technical institute, 1918. 24 p. 8°. (Alabama girls technical institute bulletin, vol. 11, no. 4, April 1918)

Contains: 1. R. E. Tidwell: Home economics and its relation to the teaching profession and our present system of education, p. 7-10. 2. Anna E. Richardson: Essentials in the training of teachers of vocational home economics, p. 10-20.

965. **Graham, Helen.** The home economics teacher in the rural school. Journal of home economics, 10: 157-61, April 1918.

The characteristics of a successful rural home economics teacher and her field of usefulness.

COMMERCIAL EDUCATION.

966. **Clarke, Harry.** Commercial training in college. Florida schoolroom, 24: 4-5, May 1918.

967. **Hoole, G. G.** Bookkeeping in the high school. Business educator, 23: 22-23, May 1918.

968. **Swiggett, Glen Levin.** Educational preparation for foreign service . . . [New York, National foreign trade council, 1918] 26 p. 8°.

Advance sheets.

An address delivered at the fifth National foreign trade convention, Cincinnati, Ohio, April 18, 1918.

PROFESSIONAL EDUCATION.

969. **American medical association.** Council on medical education. Report of the fourteenth annual conference, Chicago, February 4, 1918. American medical association bulletin, 13: 101-79, November 15, 1917. (N. P. Colwell, secretary, 535 North Dearborn Street, Chicago, Ill.)

Contains: 1. N. P. Colwell: Recent improvements and further needs in medical education, p. 107-18. 2. G. G. Chambers: Problems in the administration of entrance requirements to medical schools, p. 118-23; Discussion, p. 124-30. 3. H. D. Arnold: Some problems in medical education resulting from the war, p. 136-43; Discussion, p. 143-51. 4. Final report on education preliminary to the study of medicine, p. 175-79.

970. **National association of dental faculties.** Proceedings . . . thirty-fourth annual meeting, held at New York City, N. Y., October 19-20, 1917. 94 p. 8°. (C. C. Allen, secretary, Kansas City, Mo.)

971. **Aikens, Charlotte A.** The system of training and the nurse. Trained nurse, 60: 261-64, May 1918.

Second article of series. Outlines a course on psychology and psychotherapy for the senior nurses.

972. **Brown, Philip K.** Nurses and the war. Journal of the American medical association, 70: 1438-41, May 18, 1918.

Discusses the lack of reciprocity and coordination among training schools; educational opportunities in California hospitals, etc. Advocates cutting of the training course in hospitals down to four terms of three months each.

973. **Mills, Herbert E.** College women and nursing. Survey, 40: 94-95, April 27, 1918.

Describes the training camp for nurses at Vassar college.

974. **Simpson, Thomas H.** The college woman as nurse. American review of reviews, 57: 527-28, May 1918.

CIVIC EDUCATION.

975. **Eggleston, J. D.** First aid to the citizen-maker. Florida schoolroom, 24: 1-3, 10, May 1918.

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976. Nunn, T. Percy. The arithmetic of citizenship. School world (London) 20: 100-12, April 1918.
Continued from March, 1918, issue of School world. Discusses the theory of loans, life insurance, banks, etc.
977. Schools and patriotism. America, 19: 149-50, May 18, 1918.
Foundations of patriotism, need of a judicious text-book, etc.
978. Taylor, Charles K. Training young America. Outlook, 119: 107-10, May 15, 1918.
Describes experimental camp for boys, to develop health, self-reliance, and initiative. Training for citizenship.

IMMIGRANTS AND ILLITERATES.

979. Gaus, John M. A municipal program for educating immigrants in citizenship. National municipal review, 7: 237-44, May 1918.
Says that the burden of the task of educating immigrants must invariably fall upon the evening schools. It is a public enterprise and should be financed from public funds, and carried on as one of the regular educational functions of the municipality.
980. Hamilton, W. I. America-first campaign in Massachusetts. Journal of the New York state teachers' association, 5: 103-5, April 1918.
Typical conditions among immigrants in Massachusetts and the need for evening schools, specially trained teachers, etc.
981. Lane, Franklin K. What is it to be an American? National geographic magazine, 33: 348-54, April 1918. illus.
An address delivered before an educational conference in Washington, D. C.

REEDUCATION OF WAR INVALIDS.

982. Cooley, E. G. Practical methods of training the returned soldier. School and home education, 37: 205-7, May 1918.
An address made at the regular meeting of the Canadian club, March 5, 1917, telling something of the German method of dealing with the problem of training the returned soldier.
983. Munroe, James Phinney. The war's crippled; how they may be made assets both to themselves and to society. Survey, 40: 179-83, May 18, 1918.
Illustrated article on the vocational rehabilitation of wounded soldiers.

EDUCATION OF WOMEN.

984. Greener, George C. Prevocational training for girls as conducted by the North Bennet St. industrial school, Boston. Industrial-arts magazine, 7: 180-83, 227-31, May, June 1918. illus.
985. Hosang, Bertha. Physical education for Chinese women. Chinese students' monthly, 13: 873-81, May 1918.
986. Leake, Albert H. The vocational education of girls and women. New York, The Macmillan company, 1918. xix, 430 p. illus. 12".
Bibliography: p. 405-20.
Takes up both education for the home and training for industry outside the home. Under the latter heading are comprised, besides general considerations, types of schools and organizations, evening schools, education for office service and salesmanship, and vocational guidance.
987. Leland, Abby Porter. Scouting education for girls. American school, 4: 106-7, April 1918.
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988. Van Kleeck, Mary. A census of college women. Journal of the Association of collegiate alumnae, 11: 557-91, May 1918.
Report of an investigation for the Association of collegiate alumnae in co-operation with eight colleges for women and one co-educational university.
Occupations, earnings, training after college, marriages, etc., of women college graduates.

NEGRO EDUCATION.

989. **Abbott, Lyman.** Hampton revisited. Outlook, 119:114-15, May 15, 1918.

One of the series of Knoll papers. Describes the methods in vogue in Hampton school, Va. Discusses negro education.

990. **Haynes, George E.** Negroes move North. I. Their departure from the South. Survey, 40:115-22, May 4, 1918.

First paper of series. Presents reasons for Negro exodus to North and other parts of the country. Cites lack of educational advantages in the South as one of the reasons for migrating.

EXCEPTIONAL CHILDREN.

991. **Brannick, Catherine.** Principles of case work with the feeble-minded. Annals of the American academy of political and social science, 78:60-70, May 1918.

Supervision and education of the feeble-minded.

992. **Wallin, J. E. Wallace.** The pedagogical status of the feeble-minded school children. Elementary school journal, 18:588-97, April 1918.

Paper read before Section L, Education, American association for the advancement of science, December 1917. In his study the writer says that he did not find any considerable number of feeble-minded school children who were able to do third grade work successfully, except possibly in one or two branches.

993. **Walsh, Elizabeth A.** A study of the speech defects of ninety-one ungraded class children. Journal of psycho-aesthetics, 22:108-25, December 1917.

Describes method of testing for speech defects, correction of defects, etc. Cites many examples.

EDUCATION EXTENSION.

994. **Sowers, J. I.** Correspondence school vs. evening school instruction. Teacher's Journal, 17:401-405, May 1918. illus.

Results and findings of a special survey made some years ago of the work of the correspondence schools in the Twin-Cities. Shows that while good is done in some cases, yet the correspondence school can never take the place of the living teacher in the class room.

LIBRARIES AND READING.

995. **Legler, Henry E.** Library ideals; compiled and edited by his son, Henry M. Legler. Chicago, London, The Open court publishing company, 1918. x, 78 p. front. (port.) 8".

CONTENTS.—Preface.—The problem of the cities.—Certain phases of library extension.—Next steps.—The world of print and the world's work.—Library work with children.—Traveling libraries.—Administration of library funds.

996. **Williams, Sherman.** The relation of reading to life. Journal of the New York state teachers' association, 5:88-93, April 1918.

What is being done and what might be done in our elementary schools to train children to learn to read that which is worth while.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

997. Agricultural instruction in the high schools of six eastern states; by C. H. Lane. Washington, 1918. 73 p. (Bulletin, 1918, no. 3)

998. The conifers of the northern Rockies; by J. E. Kirkwood. Washington, 1918. 61 p. illus. (Bulletin, 1917, no. 23)

999. Directory of universities and colleges. Washington, 1918. 17 p. (Reprint from Educational directory, 1917-18; Bulletin of the Bureau of education, 1917, no. 43)

1000. Directory of vocational education. Washington, 1918. 11 p. (Reprint from Educational directory, 1917-18; Bulletin of the Bureau of education, 1917, no. 43)

1001. Moral values in secondary education. A report of the commission on the reorganization of secondary education, appointed by the National education association. Prepared by Henry Neumann. Washington, 1918. 38 p. (Bulletin, 1917, no. 51)
1002. Principles and policies in home economics education; by Henrietta W. Calvin. Washington, 1918. 12 p. (Home economics circular, no. 4, April 1918)
1003. Safeguarding the home against fire; a fire prevention manual for the school children of America. Prepared for the United States Bureau of education by the National board of fire underwriters. 91 p. illus.
1004. Teaching English to aliens. A bibliography of textbooks, dictionaries and glossaries and aids to librarians; compiled by Winthrop Talbot. Washington, 1918. 76 p. (Bulletin, 1917, no. 39)
1005. Union list of mathematical periodicals; by David Eugene Smith and Caroline Eustis Seely. Washington, 1918. 60 p. (Bulletin, 1918, no. 9.)





DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1918, No. 33

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

SEPTEMBER, 1918



WASHINGTON
GOVERNMENT PRINTING OFFICE
1918

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Education and the war—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—Home economics—Commercial education—Professional education—Civic education—Immigrants and illiterates—Reeducation of war invalids—Education of women—Negro education—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications—Periodicals represented in this record.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

This number of the record immediately follows that for June, 1918, publication having been suspended during July and August.

PROCEEDINGS OF ASSOCIATIONS.

1006. Association of colleges and secondary schools of the Southern states. Proceedings of the twenty-third annual meeting, Atlanta, Ga., November 15-16, 1917. Athens, Ga., The McGregor co. [1918?] 80p. 8°. (Edward A. Bechtel, secretary, New Orleans, La.)

Contains: 1. W. A. Webb: Milton's views on education and their significance and value at the present time, p. 28-38. 2. E. A. Bechtel: The baccalaureate degree, p. 38-50. 3. W. D. Hooper: Elective courses and when election should begin, p. 50-55. 4. Edwin Greenlaw: Required work in literature for undergraduates, p. 56-64. 5. H. D. Campbell: An experimental development of a flexible A. B. degree, p. 65-69. 6. K. F. Smith: The degree of master of arts at Johns Hopkins, p. 69-76.

1007. Connecticut state teachers' association. Report of proceedings of mid-winter meeting . . . Hartford, February 15-16, 1918. Hartford, State board of education, 1918. 57p. 8°. (Connecticut board of education. Connecticut bulletin 21, series 1917-18)

1008. Indiana state teachers' association. Proceedings and papers . . . October 31–November 3, 1917, Indianapolis. 414p. 8°. (C. O. Williams, secretary-treasurer, Richmond, Ind.)

Contains: 1. Mrs. Mary C. C. Bradford: The nation and the public school in the present crisis, p. 39–60. 2. C. A. Wagner: Education for all the people all the time, p. 60–71. 3. A. E. Winship: The artificial versus the natural in motivation, p. 71–78. 4. Mrs. Cora W. Stewart: Moonlight schools, p. 78–89. 5. T. H. Briggs: The war and secondary education, p. 95–106. 6. H. W. Foght: The rural teacher and the mastery of the course of study, p. 148–68. 7. Jane Griffith: Mental defectives in the schools, p. 171–79. 8. C. H. Judd: Adaptation of the elementary curriculum to vocational demands, p. 179–96.

1009. Iowa state teachers' association. Proceedings of the sixty-third annual session . . . held at Des Moines, Iowa, November 1–3, 1917. Des Moines [1918?] 218p. 8°. (Charles F. Pye, secretary, Des Moines, Iowa)

Contains: 1. The junior high school, p. 30–56. 2. Eva M. Fleming: Teachers for the schools of Iowa, p. 57–65. 3. A. M. Deyoe: Making an American, p. 66–77. 4. W. L. Harding: Schools and patriotism, p. 77–86. 5. H. H. Serley: The spirit of the schools, p. 87–88. 6. F. A. Welch: Course in citizenship in public schools, p. 88–95. 7. P. W. Dykema: Community music, p. 98–104. 8. M. I. Flagg: Human interest in art teaching, p. 106–14. 9. E. M. Flew: The school lunch as a project in teaching cookery in the elementary schools, p. 119–24. 10. P. E. McClenahan: Cost of teaching in Iowa high schools, p. 127–31.

1010. Louisiana teachers' association. Journal of the proceedings and addresses of the twenty-seventh annual meeting held at Baton Rouge, La., April 4–6, 1918. Southern school work, 6: 485–551, June 1918.

Contains: 1. C. A. Ives: Effect of the world war on the supply of teachers in Louisiana, p. 504–7. 2. C. H. Bean: Professionalism among teachers, p. 507–9. 3. D. D. Nye: Education and music, p. 517–20, 522. 4. Dagny Sunne: Standardization in the schools of Louisiana, p. 529, 531–32. 5. A. M. La Meslee: French as taught in the camp, p. 537–40.

1011. Maryland state teachers' association. Fiftieth annual meeting . . . Baltimore, Md., November 26–28, 1917. 158 p. 8°. (Hugh W. Caldwell, secretary, Chesapeake City, Md.)

Contains: 1. P. P. Claxton: Address [Education and the war] p. 15–22. 2. T. H. Briggs: The war and secondary education, p. 26–34. 3. David Snedden: Wanted: a new principle of method, p. 34–36. 4. W. C. Ruediger: The spirit of the teaching corps, p. 37–46. 5. C. A. Smith: Americanism, p. 48–54. 6. H. L. Smith: The American teacher and the war, p. 54–57. 7. J. A. Nydegger: Rural schools vs. national health, p. 75–81. 8. E. M. Williamson: The supervisor's part in the professional growth of teachers, p. 83–90. 9. O. M. Fogle: Some real project teaching, p. 94–99. 10. J. H. Apple: How may the relation between the State and its schools and colleges be raised to a higher plane? p. 109–16. 11. Lula J. Townsend: The value of an inventory to the composition teacher, p. 118–22; Discussion, p. 122–23. 12. G. M. Gaither: Manual training, p. 137–43.

1012. Minnesota educational association. Journal of proceedings and addresses of the fifty-fifth annual meeting held at Minneapolis, Minn., October 31–November 3, 1917. Minneapolis, Published by the Association, 1917. 192 p. 8°. (E. D. Pennell, secretary, East High School, Minneapolis, Minn.)

Contains: 1. Henry Clark: The dissatisfied teacher, p. 34–39. 2. F. G. Blair: Frankenstein and modern education, p. 40–47. 3. T. E. Finegan: What service shall the public school render, p. 48–53. 4. F. A. Parsons: The function of art in public education, p. 54–59. 5. T. E. Finegan: New York's experience in recent organization of its state educational department, p. 73–78; Discussion, p. 78–81. 6. Maren Michelet: Libraries as a help to language studies, p. 115–19. 7. S. H. Clark: What the high schools should do in presenting the position of the United States in the Great war, p. 132–39. 8. William Noyes: The junior high school and industrial education, p. 149–54. 9. P. W. Dykema: Significant tendencies in public school music to-day, p. 162–68. 10. S. A. Challman: Hygienic conditions in the public schools of Minnesota, p. 169–73. 11. C. H. Keene: The relation of physical welfare to national efficiency, p. 173–78.

1013. National education association. Department of superintendence. Atlantic City meeting, February 25-March 2, 1918. Journal of the National education association. 2: 649-744, May 1918.

Contains: 1. Centralizing tendencies in educational administration—A. Limitations of state control in education [by] Payson Smith, p. 666-69.—B. The county as a unit for local administration [by] A. S. Cook, p. 669-73.—C. The township as a unit for local administration [by] R. B. Teltrick, p. 673-77.—D. How a state department may stimulate local initiative and increase efficiency [by] G. D. Strayer, p. 677-80; Discussion, p. 680-83. 2. Opportunity and leadership in American education—A. The place of the state supported and managed institution [by] B. I. Wheeler, p. 684-87.—B. The place of the educational institution for women [by] Kathryn S. McLean, p. 687-90.—C. The place of the educational foundation [by] Clyde Furst, p. 691-95.—D. The view of the entire situation from the outside [by] D. C. Seltz, p. 695-96. 3. Report of the committee on economy of time in elementary education, p. 696-702. 4. W. H. Kilpatrick: The problem-project attack in organization, subject-matter, and teacher, p. 704-7. 5. C. N. Kendall: School practice as affected by the reports of the committee on economy of time, p. 707-9. 6. Report of commission on administrative legislation, p. 711-24. 7. The report of committee on cooperation of boards of education, p. 725-28. 8. National responsibility for education of the colored people—A. The status of negro education [by] Kelly Miller, p. 731-34.—B. The nation's responsibility to the South for negro education [by] W. T. B. Williams, p. 734-38.—C. The nation's responsibility to itself for negro education and its constitutional power to render aid thereto [by] Isaac Fisher, p. 738-42; Discussion, p. 742-44. 9. F. I. Cooper: Standardization of schoolhouse planning and construction, p. 745-52. 10. H. N. MacCracken: Work and scope of the junior Red cross, p. 753-56. 11. Abby P. Leland: Scouting education for girls, p. 756-60. 12. F. L. Keeler: The new responsibilities and opportunities which the war situation has brought to the state department and the schools, p. 760-65; Discussion, p. 765-66. 13. M. P. Shawkey: How shall we conduct the thrift campaign so as to cause it to attain its maximum effectiveness, p. 766-69. 14. J. H. Binford: Standardizing the small country school, p. 772-75. 15. M. S. H. Unger: The county as a unit of organization, p. 775-79. 16. Mrs. T. W. Hayes: Rural school as a social center, p. 779-82. 17. E. C. Hartwell: Financing the public schools, p. 782-84. 18. J. D. Shoop: Why the cost of public education is constantly increasing, p. 784-86. 19. G. D. Strayer: Educating the public to the financial needs of the school, p. 786-89. 20. F. W. Ballou: Efficient finance for the city school system, p. 790-93; Discussion, p. 793-95. 21. Leadership as found today in instruction in interpreting the curriculum—I. In the superintendent [by] Z. C. Thornburg, p. 795-97; II. In principals and supervisors [by] R. O. Stoops, p. 800-803. 22. Ernest Horn: How leadership in making new adjustments in education must be provided, p. 805-8. 23. Milton Bennion: Direct instruction in citizenship in the high school, p. 809-12. 24. Laura M. Smith: Thrift in relation to public schools, p. 815-18. 25. War problems—A. Economy of time—a twelve months' school, divided into four quarters [by] F. E. Palmer, p. 818-22; B. Conservation of resources—school savings banks and thrift education [by] Arvie Eldred, p. 822-26; C. Increase food production—home gardening [by] E. C. Sherman, p. 826-29; D. A practical program of patriotic instruction [by] F. G. Blair, p. 829-32. 26. Grace Abbott: Enforcement of the United States child labor law, p. 834-38. 27. J. W. Davis: The need of a continuing census of children of school age, p. 842-45. 28. E. N. Clopper: Causes of absence from rural schools, p. 845-48. 29. Physical welfare work with school children in war time—A. The vital necessity of physical training for the country boy and girl [by] D. A. Sargent, p. 854-57; B. Principles underlying minimum essentials of exercises, [by] W. A. Stecher, p. 858-60.

1014. New Jersey state teachers' association. Annual report and proceedings of the 63d annual meeting . . . held in Atlantic City, N. J., December 27-29, 1917. Trenton, N. J., MacCrellish & Quigley co., 1918. 212 p. 8°. (H. J. Neal, secretary, Phillipsburg, N. J.)

Contains: 1. Etta V. Leighton: The boy and the book, p. 38-43. 2. David Snedden: Real vs. sham efficiency, p. 43-54. 3. David Snedden: The high school of 1925, p. 55-60. 4. A. D. Dean: Our schools in war and after, p. 61-65; Discussion [by] W. A. O'Leary, p. 65-67. 5. T. D. Wood: The philosophy of physical training, p. 67-75. 6. Z. E. Scott: The spirit of physical training, p. 75-80. 7. A. N. Chandler: More money for schools and pensions, p. 80-83. 8. Report of committee on educational progress, p. 84-88.

1015. **South Dakota educational association.** Proceedings of the thirty-fifth annual session . . . held at Sioux Falls, November 26-28, 1917. Aberdeen, S. D. [1918?] 287 p. 8°. (A. H. Seymour, secretary, Aberdeen, S. D.)

Contains: 1. W. E. Johnson: Making education definite, p. 24-35. 2. L. D. Coffman: Democracy and education, p. 36-44. 3. C. H. Lugg: State superintendent's annual address [The American public school], p. 45-50. 4. G. M. Whipple: How to attend and never forget, p. 51-59. 5. S. A. Courtis: Address [on educational tests] p. 60-65. 6. L. D. Coffman: The value of educational measurements, p. 80-86. 7. Edward Von Ruschen: The public schools as related to the making of criminals, p. 106-9. 8. W. D. Schermerhorn: The grant-in-aid system of education in British India, with suggestions as to practical bearing on American problems, p. 113-15. 9. G. M. Whipple: The problem of the feeble-minded, p. 138-46. 10. L. A. Fell: Finding the superintendent, p. 150-55. 11. J. C. Tjaden: The seating problem, p. 180-92. 12. E. L. Hunt: Literary appreciation in high school, p. 233-40.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1016. **Ballou, Frank W.** [Address] on the retirement of Superintendent Franklin B. Dyer. *School and society*, 8: 135-39, August 3, 1918.

Read before the teachers' organization of the city at a luncheon given at the Hotel Somerset, Boston, on June 22, 1918.

A brief review of the educational work of Franklin B. Dyer, giving particular attention to his administrative work in Boston, Mass.

1017. **Benoist, Antoine.** *L'oeuvre de Liard.* *Revue pédagogique*, 72: 157-93, March 1918.

CONTENTS.—I. Les années d'apprentissage.—II. Liard à la direction de l'enseignement supérieur.—III. Liard vice-recteur.

1018. **Bloss, W. Escott.** The rise of the great public schools. *School guardian*, 43: 98-101, 122-24, March, April 1918.

By the same author: Grammar schools and classical teaching—a historical retrospect. *School guardian*, 43: 202-5, July 1918.

1019. The election of William H. Maxwell as city superintendent of schools emeritus, the city of New York. New York, Printed by the boys of the Vocational school, Fifth avenue and 138th street, 1918. 76 p. 8°.

1020. **Good, Harry G.** Benjamin Rush and his services to American education. Berne, Ind., Witness press [1918] 283 p. 12°.

Bibliography: p. [269]-275.

1021. **Jackson, George L.** The privilege of education; a history of its extension. Boston, R. G. Badger [1918] 143 p. 12°.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

1022. **Boodin, J. E.** Education for democracy. *School and society*, 7: 724-31, June 22, 1918.

Speaks of the lessons we can learn from Germany in training our children for democracy. Says that German autocracy has used every content subject of the curriculum to impress upon the youth its ideals of power and expansion. We should teach the various subjects from the point of view of democracy.

1023. **Bradford, Mary C.** Building the new civilization. *School and society*, 8: 70-72, July 20, 1918.

Address of the president of the National education association, Pittsburgh, July 1, 1918.

1024. **Dewey, Henry B.** Problems of the educational publisher. *American school board journal*, 57: 35-36, 83, July 1918.

Address delivered at the Department of educational publications of the National education association, February 28, 1918.

1025. **Finney, Ross L.** Education and the reconstruction. School and society, 8: 11-17, July 6, 1918.
Says, in conclusion, that as soon as possible we should develop some adequate agency for the leadership of educational reconstruction. Suggests that the National education association take up this problem with a view to providing such an agency in connection with the Bureau of education.
1026. **Humanism and democracy.** Unpopular review, 10: 114-26, July-September 1918.
A criticism of educational conditions in the United States.
1027. **Judd, Charles Hubbard.** Democracy and American schools. Chicago, Ill., The University of Chicago press [1918] 15 p. 8°. (The University of Chicago war papers, no. 7)
1028. ——— The evolution of a democratic school system. Boston, New York [etc.] Houghton Mifflin company [1918] ix, 119 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)
An effort to bring out explicitly some of the justifications for the reorganizations of the American school which are now under way. Gives particular approval to the junior high school movement. Traces the illogical break between our elementary and secondary schools to borrowing from the Prussian eight-year common school system. Recommends production of textbooks specially adapted to junior high school use.
1029. **MacCracken, John H.** A new era in education. Independent, 95: 193-94, 203, August 10, 1918.
Describes the efforts to coordinate the demands of Government upon education. Crystallization of educational opinion in favor of a National department of education.
1030. **Massachusetts. Board of education.** Report on investigation regarding establishing schools in county jails and houses of correction. January 1918. Boston, Wright & Potter printing co., state printers, 1918. 45 p. 8°.
1031. **Monroe, Paul.** Further consideration of Prussia and our schools. School and society, 7: 691-94, June 15, 1918.
Refutes the arguments that appeared in an article on Prussia and our schools in a recent issue of the New Republic, claiming that the great educational movement of the third and fourth decades of the nineteenth century was the fruit of Prussian autocracy, etc.
Professor Charles H. Judd answers Professor Monroe in School and society for June, p. 751-54, under the title "Shall we continue to imitate Prussia?" Professor Monroe replies under the title Shall we continue to advocate reforms by false arguments? in School and society, September 7, p. 290-94.
1032. **National education association.** A national program for education. A statement issued by the National education association commission on the emergency in education and the program for readjustment during and after the war. Washington, 1918. 27 p. 8°. (Commission series, no. 1)
Contents: I. The nature of the present crisis faced by the public schools of the United States.—II. The preparation, supply, and compensation of teachers.—III. The importance and needs of rural education.—IV. A complete program of physical and health education.—V. Problems of immigrant education and adult illiteracy.—VI. Compulsory continuation schools.—VII. The creation of a National department of education and the extension of national cooperation with the states in strengthening the public schools.
1033. **Rochester, Minn. Board of education.** Rochester public schools, Rochester, Minnesota. Report of the Board of education 1912-1918. [Rochester, Minn., Schmidt printing co., 1918] 208 p. front, illus., plates, diagrs. 8°.
Constitutes a survey of the Rochester schools

1034. **Boscoe, Frank.** An Englishman at the N. E. A. Nation, 107: 62-63, July 20, 1918.
 Writer, a British representative at the conference, says: "Freshness of view and alertness of mind were the distinguishing features of the convention."
 Gives a résumé of the discussions.
1035. **Russell, James Earl.** Education for democracy. Teachers college record, 19: 219-28, May 1918.
 Address before the Alumni association of Teachers college, February 22, 1918.
1036. **St. Louis, Mo.** School survey. Survey of the St. Louis public schools. St. Louis, Mo., Board of education, 1917. 7 v. 12".
 Director of the survey: Charles H. Judd.
 CONTENTS.—Vol. I.—1. General statement, by C. H. Judd; 2. Administration and organization, by H. C. Morrison; 3. Appointment of teachers and teacher training, by C. H. Judd. Vol. II.—1. Non-promotions and two-quarter promotions in the elementary schools, by C. H. Judd; 2. Observations of elementary school instruction, by G. A. Mirick; 3. The curriculum situation, by J. F. Bobbitt; 4. Reading, by W. S. Gray; 5. Arithmetic, by C. H. Judd; 6. Handwriting, by F. N. Freeman; 7. Special schools, by W. F. Dearborn. Vol. III.—High schools, by A. B. Meredith. Vol. IV.—Finances, by H. O. Rugg. Vol. V.—1. Construction of school buildings, by W. R. McCornack; 2. Hygiene of school buildings, by F. B. Dresslar; 3. Use of elementary and high school class rooms, by S. O. Hartwell. Vol. VI.—1. Music, by J. B. Cragun; 2. Drawing, by F. H. Daniels; 3. Physical education, by G. W. Ehler. Vol. VII.—1. Child accounting and attendance, by H. C. Morrison; 2. Medical inspection, by E. A. Peterson.
 Vol. VI not yet published.
1037. **St. Paul, Minn.** Survey commission. Report of a survey of the school system of Saint Paul, Minnesota. [St. Paul, 1917] 962 p. illus., fold. plates, tables. 8".
 Authorized by the City council of St. Paul, Minnesota, February 16, 1917.
 Survey commission: George D. Strayer, chairman; Lotus D. Coffman, C. A. Prosser.
1038. **Schoolmasters' association of New York and vicinity.** Unpatriotic teaching in public schools. The facts concerning the transfer and dismissal of some teachers of the DeWitt Clinton high school. New York City, American defense society, inc., 1918. 39 p. 12".
 A report prepared by a committee of the Schoolmasters' association of New York and vicinity.
1039. **Toward the new education.** The case against autocracy in our public schools. (Being a reply to a pamphlet issued by the Schoolmasters' association of New York and vicinity and The American defense society, entitled, "Unpatriotic teaching in public schools.") [New York] Teachers' union of the City of New York [1918] 164 p. 8".
1040. **Vincent, George E.** The Rockefeller foundation. A review of its war work, public health activities, and medical education projects in 1917. New York, 1918. 47 p. illus. 8".
1041. **West, Andrew F.** The immortal conflict. School and society, 8: 31-35, July 13, 1918.
 Delivered at the general meeting of the National education association in Pittsburgh, July 4, 1918.
 Says the school's part in the immortal conflict is the struggle against ignorance. Discusses briefly formal discipline, election of studies, vocational education, and exclusive nationalism in culture.
- FOREIGN COUNTRIES.**
1042. **Besch, Émile.** Le lycée et l'école primaire. Revue universitaire, 27: 324-39, May 1918.
 Discusses the relations between elementary and secondary education in France.

1043. **Foght, Harold W.** A survey of education in the province of Saskatchewan, Canada. A report to the government of the province of Saskatchewan . . . Regina, J. W. Reid, King's printer, 1918. 188 p. 8°.
1044. **Kahn, Ida.** An appeal to American returned students. Millard's review of the far east (Shanghai, China), 5: 131-34, June 22, 1918.
Advice to Chinese students educated in the United States.
1045. Letting down the English schools. School and society, 7: 740-42, June 28, 1918.
From the London Nation.
Shows the war's effect on education in England.
1046. **McConaughy, James L.** Germany's educational failure. School review, 26: 416-22, June 1918.
Criticizes the German school system as undemocratic. It fosters the caste system. It is a state-centralised system that is used for a most pernicious end.
1047. **Pécaut, Félix.** La guerre et les pédagogues. Revue pédagogique, 72: 315-22, May 1918.
The article concludes that the experience of the war has not discredited the French methods of education. The war has found France in progress, and no necessity is so far apparent for changing the directive principles of her pedagogy.
1048. **Peck, Harvey W.** Hun and humanist. Sewanee review, 26: 358-64, July 1918.
Says: "The emphasis placed by the Germans on detailed facts to the exclusion of generalizations and the cultivation of judgment . . . has contributed toward their inability to know either themselves or others." Describes German scholarship.
1049. **Boscoe, Frank.** Educational reconstruction in England. School and society, 8: 164-66, August 10, 1918.
Summary of an address of the British representative given at the Pittsburgh meeting of the National education association.
Child neglect in England—why a bill is wanted and what the bill proposes.
1050. ———. The English education bill. Nation, 107: 90-91, July 27, 1918.
An interesting review of educational conditions in England and a summary of the provisions of the education bill.
1051. **Wells, H. G.** The education of Joan and Peter. New republic, vol. 15-16, nos. 192-201, July 6-September 7, 1918, 10 instalments.
A comment in the form of a novel on modern education in England.

EDUCATION AND THE WAR.

1052. **Beesley, Thomas Quinn.** The problems ahead. Catholic educational review, 16: 32-40, June 1918.
The schools and the war. Discusses such problems as teachers' salaries and the shortage of teachers, the education of immigrants, training in citizenship, etc.
1053. **Brown, Charles A.** Address of the president of the Alabama educational association, Birmingham meeting, March 28-30, 1918. Educational exchange, 33: 14-18, May 1918.
How the schools can help win the war.
1054. **Hill, Clyde M. and Avery, John M.** The war book. [Montpellier] State of Vermont, State board of education, 1918. 106 p. 8°.
1055. **Johnson, C. V.** School administration and the war. School index, 4: 308-9, June 7, 1918.
Paper read before the Cincinnati schoolmasters club, May 11, 1918.
European mistakes, juvenile delinquency, farm work for children, the situation in this country, etc.
1056. **Kolbe, Parke R.** War work of the United States Bureau of education. School and society, 7: 606-9, May 25, 1918.
The stimulation of patriotic endeavor, the furtherance of international relations, and the study of war conditions in American schools.

1057. **Ling, Ping.** The public schools and food conservation. Pedagogical seminary, 25: 191-210, June 1918.

Shows how food conservation can be taught to advantage in connection with geography, current events, English, arithmetic, physiology and hygiene, and home economics, and tells how the schools can extend their influence to the homes through canning work in the community, food demonstrations, etc.

1058. ———. School children and food production. Pedagogical seminary, 25: 163-90, June 1918.

After giving typical examples of what some states have done in school and home gardens, the writer takes up the subject of school children and farm work, discussing such topics as age-limit, scholarship requirements, demand for farm labor, training children for farm work, educational value of farm work, etc.

1059. **Marty, Henri.** L'educateur aux armées. Education, 10: 25-33, March 1918.

Writer says that the educator in military service has acquired notions of order, authority, and responsibility which should be applied in his profession after the war, for the improvement of the French schools.

1060. **Pasadena, Cal.** High school. The war and America. Part I-III, February-April 1918. Sacramento, California state printing office, 1918. 3v. 12°. (California. State board of education. Bulletin 24, pt. I-III)

CONTENTS.—I. Introd. war citizenship lessons.—II. Problems of finance, food and clothing.—III. Government and schools in war time.

1001. **Rogers, Roswell W.** Our high schools in war time. Mississippi educational advance, 8: [8-11] June 1918.

How the high schools may be used in war time.

1002. **Sisk, Horace.** War work—an important link in the educative process. Training school quarterly, 5: 141-43, September 1918.

What the war has done to vitalize the course of study.

1003. **Strayer, George D.** Plan to meet emergency in schools due to the war. Creation of National department of education discussed by head of Association—Better pay for teachers advocated. New York Times, July 21, 1918.

Reprinted.

1064. ———. The war savings campaign in the public schools. American review of reviews, 58: 169-71, August 1918.

Says that one of the great gains that is to come to America on account of the war is the development of a more thrifty people.

1005. Teaching, vol. 4, no. 1, April 1918. (The school and the war)

Contains: 1. P. P. Claxton: Education during the war, p. 6-12. 2. W. D. Ross: Education in war time—and after, p. 12-13. 3. C. F. Scott: The school and the war, p. 14-15. 4. Arthur Capper: Schools the foundation for democracy, p. 15-16. 5. Emerson Carey: The effect of the war on schools, p. 16-17. 6. Practical suggestions for war service work in schools, p. 17-45. 7. Teachers' directory for patriotic service, p. 45-47. 8. War activities in Kansas schools, p. 48-54.

1066. **Wright, Robert H.** The place of public education in the present world crisis. Training school quarterly, 5: 136-40, September 1918.

Commencement address delivered at the Eastern Carolina teachers training school.

EDUCATIONAL THEORY AND PRACTICE.

1067. **Armani, Tarquinio.** Le basi della cultura in una questione di riforma. Rivista pedagogica, 11: 289-305, May-June 1918.

1068. **Caldwell, Otis W.** An experimental school. Education, 38: 694-705, May 1918.

Work of the Lincoln school described.

1069. **Charters, W. W.** The inadequacy of principles of teaching. *Educational administration and supervision*, 4: 215-21, April 1918.
1070. **Ciancio, Francesca.** Sul concetto di cultura. *Rivista pedagogica*, 11: 306-21, May-June 1918.
1071. **Cooper, Lana.** Two views of education. *Sewanee review*, 26: 888-90, July 1918.
Contrasts the views of John Calvin and Jean Jacques Rousseau—philosophical, religious, and educational. Has something to say on the teaching of the classics.
1072. **Donnelly, Francis P.** Lack of unity in modern education. *America*, 19: 437-39, August 10, 1918.
Shows the evils of excessive specialization in school work and advocates the centering of attention on expression as the chief purpose of language study from the early grades up to the first years of college, subordinating the rest of the course to the art of writing and speaking.
1073. **Elliot, Charles W.** The modern school. *Education*, 38: 659-67, May 1918.
Work and ideals of the Lincoln school described.
1074. **Grabo, Carl H.** Education for democratic leadership. *American journal of sociology*, 23: 763-78, May 1918.
Says that the aim of education should be "to strengthen by the study of present institutions, political and economic, the idea that these may increasingly be altered in conformity to better ideals as we become intelligent and unselfish."
1075. **Judd, Charles Hubbard.** Introduction to the scientific study of education. Boston, New York [etc.] Ginn and company [1918] xii, 333 p. 12°.
1076. **Krebs, Henry C.** Being a good teacher. Philadelphia, New York [etc.] Hinds, Hayden & Eldredge, Inc. [1918] 153 p. 10°.
1077. **Shorey, Paul.** "The modern school." *Education*, 38: 668-84, May 1918.
A reply to Dr. Elliot's article in same number of *Education*.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1078. **Drummond, Margaret.** The dawn of mind; an introduction to child psychology. London, E. Arnold, 1918. 179 p. front. 12°.
1079. **Hug-Hellmuth, H. von.** A study of the mental life of the child. *Psychoanalytic review*, 5: 291-322, July 1918.
Continued from preceding number. Discusses reasoning of the child.
1080. **Jastrow, Joseph.** The psychology of conviction, a study of beliefs and attitudes. Boston and New York, Houghton Mifflin company, 1918. 387 p. 8°.
The book asks how far our convictions, which are born of emotion and nurtured by convention, can be modified or controlled by reason. Among the chapters are the following: The democratic suspicion of education, p. 218-45; The feminine mind, p. 280-326.
1081. **King, Irving.** Further data on the magnitude and rate of changes in adolescence. *Educational review*, 50: 19-27, June 1918.
A study based on data obtained from 886 college students mostly juniors and seniors, 303 women and 83 men.
1082. **Knowlson, Thomas Sharper.** Originality, a popular study of the creative mind. London, T. W. Laurie, Ltd., 1917. 304 p. 8°.
Author says that in order to inquire into the nature of originality we must study the nature of genius, which is mind working on its own higher planes, and thus has a natural history as well as natural laws of operation. It is possible to study the whole of the phenomena of originality by means of the accepted truths of psychology, biology, physical geography, and sociology. The book includes chapters on Defective home training, False education, and the Lack of a science of reading.

1083. Kornhauser, Arthur W. The economic standing of parents and the intelligence of their children. *Journal of educational psychology*, 9: 159-64, March 1918.

"One thousand school children were grouped into three classes according to their advancement in school, and the economic status of their parents was deduced from the possession or lack of a telephone. The correlation between school advancement and possession of a telephone was 0.61."

1084. Morcerf, Robert. Education by association. *Journal of the Association of collegiate alumnae*, 11: 831-37, June 1918.

The development of a normal boy who did not go to school till he had passed his sixteenth birthday.

1085. Terman, Lewis M. and Wagner, Dorothy. Intelligence quotients of 68 children in a California orphanage. *Journal of delinquency*, 3: 115-21, May 1918.

1086. Thomson, Margaret. The adolescent and the schools. *English journal*, 7: 383-87, June 1918.

1087. Waddle, Charles W. Introduction to child psychology. Boston, New York [etc] Houghton Mifflin company [1918] 317 p. 12°.

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EDUCATIONAL TESTS AND MEASUREMENTS.

1088. Anderson, C. J. The use of the Woody scale for diagnostic purposes. *Elementary school journal*, 18: 770-81, June 1918.

Results of a study in which the Woody scale in division was used, both in rating the division work of pupils and in ascertaining what kind of errors pupils make in division. Illustrated with graphs.

1089. Bagster-Collins, E. W. A brief study showing the relation between the vocabulary and the treatment of the annotated reading test. *Modern language journal*, 2: 341-51, May 1918.

1090. Bell, J. Carleton. A test in first year chemistry. *Journal of educational psychology*, 9: 199-209, April 1918.

A preliminary account of this study was read before the Chemistry section of the Central association of teachers of school science and mathematics at Columbus, Ohio, December 1, 1917, and appears in the May number of *School science and mathematics*.

1091. Bliss, Don C. Methods and standards for local school surveys; with introduction by George Drayton Strayer. Boston, New York [etc.] D. C. Heath & co. [1918] xxiv, 264 p. 12°.

1092. ———. Standard tests and a basal method of teaching reading. *Elementary school journal*, 18: 795-801, June 1918.

1093. Bovet, Pierre. Le rendement de l'école—pourquoi nous ne sommes pas encore à même de le mesurer. *Éducation*, 10: 13-24, March 1918.

By the director of the Institut J.-J. Rousseau at Geneva, the "school of educational sciences." A paper introductory to a description of the work of the school.

1094. Cotton, Carl. The results of some classroom measurements. *Elementary school journal*, 18: 802-6, June 1918.

Work of the various grades in Portsmouth, N. H., schools, from the fourth to the eighth inclusive, was measured in the four fundamentals of arithmetic, spelling, writing, and composition and reading during November and December, 1917, and again in the spring of 1918.

1095. **Courtis, S. A.** The measurement of high school mathematics. School science and mathematics, 18: 507-26, June 1918.
1096. **Gray, C. Truman.** A comparison of two types of learning by means of a substitution. Journal of educational psychology, 9: 143-58, March 1918.
 "Gray's substitution test is constructed according to a rational plan. The question considered is what differences in learning are noticeable in subjects who know the plan and work in accordance with it, as compared with those who are unaware of the existence of a plan and form their associations in a purely mechanical fashion."
1097. **Ide, Gladys G.** The Witmer formboard and cylinders as tests for children two to six years of age. Psychological clinic, 12: 65-88, May 15, 1918.
 Writer says: "Falling as clinical material for children of five years, it still possesses value as didactic material where time does not limit the observation."
1098. **Kerr, James.** Standard measurements for school children. School hygiene (London) 9: 4-15, April 1918.
 Address before Medical officers of schools associations, London, England. Statistics and graphs.
1099. **Lewis, E. O.** The Binet and point-scale methods of testing intelligence. Journal of experimental pedagogy and training college record (London) 4: 198-202, March 5, 1918.
1100. **New York (City) Dept. of education.** Division of reference and research. Report on some measurements in spelling in schools of the borough of Richmond, City of New York. [New York, 1918] 88 p. 8°. (Publication no. 16)
1101. **O'Hern, Joseph P.** Practical application of standard tests in spelling, languages, and arithmetic. Elementary school journal, 18: 662-79, May 1918.
 Tests made in Rochester, N. Y. Comparison with Cleveland and Grand Rapids schools. Writer says the more the standard tests are used the more he is convinced that these tests are useful, not only for the purposes of diagnosis and comparison, but also for the purpose of locating new pupils in their right grade.
1102. **Pintner, Rudolf.** The mental survey. New York, London, D. Appleton and company, 1918. 116 p. 8°.
1103. **Pintner, Rudolf and Toops, Herbert A.** A drawing completion test. Journal of applied psychology, 2: 164-73, June 1918.
1104. ———. A revised directions test. Journal of educational psychology, 9: 123-42, March 1918.
 "Two directions tests, easy and hard, were devised by Woodworth and Wells in 1911, but as yet no forms have been published. The authors gave these tests to more than a thousand children, and present the results in this paper. From their experience with these tests they derive a revised directions test with a wider range of difficulty."

SPECIAL METHODS OF INSTRUCTION.

1105. **Cross, Allen and Statler, Nellie Margaret.** Story-telling for upper grade teachers. Chicago, New York, Row, Peterson and company [1918] 299 p. 12°.
 Bibliography: p. 265-296.
1106. **Woodhull, John F.** The project method in the teaching of science. School and society, 8: 41-44, July 13, 1918.
 Abstract of an address delivered before the Schoolmasters' conference held at the University of Pennsylvania, April 11, 1918.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

1107. Judd, Charles Hubbard, *and others*. Reading: its nature and development. Chicago, Ill., The University of Chicago press [1918] 192 p. tables, diagrs. 8°. ([Supplementary educational monographs, v. 10, no. 4, July 1918])

With the cooperation of William Scott Gray, Katherine McLaughlin, Clarence Truman Gray, Clara Schmitt, Adam Raymond Gilliland.

1108. Spaulding, Frank E. and Bryce, Catherine T. Learning to read. A manual for teachers using the Aldine readers. New York, Newson & company [1918] 243 p. 12°.

At head of title: Revised edition, 1918.

LITERATURE.

1109. Cestre, Charles. A French method of teaching literary criticism. English journal, 7: 855-63, June 1918.

Discusses the exercise known in French universities as "commentary upon a text," which is "a practical means of making actually living and vital the literary knowledge communicated to the students in the courses *en cattedra*, and of training the students to personal and original thought."

ENGLISH AND COMPOSITION.

1110. Condon, Anna A. A series of motivated language lessons introducing description as a new form of composition. Elementary school journal, 18: 782-94, June 1918.

Gives lessons, and examples of some of the best compositions from a group of children in the Rogers school, Stamford, Conn.

1111. Hinckley, Theodore B. Drama and the English course. School review, 26: 423-37, June 1918.

Value of the drama in high school course; it stimulates class discussion. Work in the University high school, University of Chicago, where a new course in drama has been formulated.

1112. MacMinn, George E. Pains and palliatives in teaching English-composition. Sewanee review, 26: 301-12, July 1918.

A satirical article dealing with teachers of English, their status and methods of work.

1113. Parkinson, Laura D. Variety in assignments for written composition. English journal, 7: 371-76, June 1918.

Subjects drawn from commercial life are of engrossing interest to high-school students, says the writer.

MODERN LANGUAGES.

1114. New England modern language association. Bulletin, vol. 8, May 1918. 86 p. 8°. (Bertha Vogel, Secretary, South Boston high school, Boston, Mass.)

Contains: 1. C. A. Downer: High-pressure methods for teaching French to soldiers, p. 8-15. 2. J. D. M. Ford: Spanish as a subject for entrance to college, p. 16-18. 3. F. B. Luquens: Spanish as a college substitute for French or German, p. 18-22. 4. Lillian L. Stroebe: The summer schools as a war-time substitute for study abroad, p. 23-42.

1115. Davis, C. O. The probable future of the study of German in the public schools of Michigan. School and society, 7: 744-50, June 22, 1918.

Results of a questionnaire sent to the high schools of Michigan to determine the decline in the study of German during 1917-1918, the nationality of the teachers of German, the reasons for the opposition to its study, etc.

1116. **Harrington, John Walker.** A survey of the country's action against the German language. Publishers' weekly, 94: 189-91, July 27, 1918.
Reprinted from New York Times.
1117. **Haxo, Henry.** The status of foreign language teaching in Montana. Intermountain educator, 13: 3-10, June 1918.
The status of German, French, Spanish, and Latin in the high schools of Montana. This article was written before the promulgation by the Montana state council of defense prohibiting the study of the German language in the public schools.
1118. **Hight, Mary E.** Conservation of the German language as a war measure. [Elmira college, Elmira, N. Y., 1918] 7 p. 8°.
1119. **Lenz, Frank B.** Teaching English to Chinese students. Educational review, 113: 659-64, June 1918.
An exposition of the direct, practical, natural way of learning any language.
1120. **Peers, F. Allison.** Accuracy in French free composition. Journal of experimental pedagogy and training college record (London) 4: 167-75, March 5, 1918.
Advocates the direct method of teaching modern languages. To be concluded.
1121. **"Polites," pseud.** The Magna Charta of modern studies. Contemporary review, 113: 659-64, June 1918.
Criticizes the ultra-specialization of modern education. Says there are everywhere signs of a reaction in favor of synthesis and reintegration. Lays emphasis on the study of modern languages, and reviews the Report of the Committee to enquire into the position of modern languages in the educational system of Great Britain.
1122. **Super, Charles W.** A substitute for German. Ohio educational monthly, 67: 221-25, June 1918.
Advocates that no foreign language should be taught in the elementary grades and that in the high school only Latin be taught.
1123. **Swiggett, Glen Levin.** Why we should study Russian: the nation's need. School and society, 7: 640-44, June 1, 1918.
Urges the study of Russian for commercial purposes.
1124. **Wilkins, Lawrence A.** Spanish in the high schools; a handbook of methods with special reference to the junior high schools. Chicago, New York [etc.] B. H. Sanborn & co., 1918. 265 p. 12°.
This book is believed to apply equally well to the junior high school, named in the title, to the present four-year high school, and to the new senior high school. The author is head of the department of Spanish, DeWitt Clinton high school, New York city, and in charge of modern languages in the New York city high schools.
1125. ———. Wastage in modern language instruction. Bulletin of high points in the teaching of modern languages in the high schools of New York city, 2: 1-6, April 1918.
1126. ———. Why teach German in the high schools? Bulletin of high points in the teaching of modern languages in the high schools of New York city, 2: 1-7, May 1918.
Gives the reasons that have been advanced for studying the German language in the high school and shows that there is no further need for German in the schools.

ANCIENT LANGUAGES.

1127. **Agard, Walter R.** A new drive for Greek. Sewanee review, 26: 351-57, July 1918.
A plea for the study of Greek, also presents a plan for interesting students in Greek culture through literary masterpieces in translation, etc.

1128. Crouch, Eugene M. The problem of Latin in secondary schools. *Educator-journal*, 18: 578-83, July 1918.

Does not approve of Latin in the high schools except for the exceptional student who has a talent for language.

1129. McCrea, Nelson G. Notes on the results of the college entrance examinations in Latin. *Classical journal*, 13: 658-69, June 1918.

Paper read at the 13th annual meeting of the Classical association of New England, Windsor, Conn., March 23, 1918.

1130. Painter, George S. Problem of language study. *Classical journal*, 13: 629-43, June 1918.

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HISTORY.

1131. Buell, Bertha G. History in the primary grades—why and what. *American schoolmaster*, 11: 242-51, June 15, 1918.

1132. Simpson, Mabel E. Supervised study in American history. New York, The Macmillan company, 1918. 278 p. 12°.

Bibliography: p. 269-271.

1133. Williams, Mary Wilhelmine. Outline for the incidental study of Latin-American history in secondary schools. *History teacher's magazine*, 9: 335-37, June 1918.

GEOGRAPHY.

1134. *Journal of geography*, vol. 16, no. 10, June 1918. (Geographical directory and hand book)

Contains: 1. A list of 120 selected articles on geography in schools and colleges, p. 361-67. 2. Modern text books and reference books, p. 368-74. 3. Supplementary geographical material for use in the grades, p. 374-76. 4. Reports of committees and individual investigators, p. 377-78. 5. Geographical readers in series, p. 378-80. 6. List of articles on the teaching of geography in educational magazines, p. 381-84. 7. Summer courses in geography, p. 403-6.

MATHEMATICS.

1135. Association of mathematics teachers of the Middle states and Maryland. Report of the committee on elementary-school mathematics. *Mathematics teacher*, 10: 193-204, June 1918.

Harrison E. Webb, chairman.

1136. Moore, Ernest C. Does the study of mathematics train the mind specifically or universally? A reply to a reply. *School and society*, 7: 754-64, June 29, 1918.

A reply to an article by Robert E. Moritz in *School and society* for April 27, 1918.

1137. Bugg, Harold Ordway and Clark, John Roscoe. Scientific method in the reconstruction of ninth-grade mathematics; a complete report of the investigation of the Illinois committee on standardization of ninth-grade mathematics, 1913-1918. Chicago, Ill., The University of Chicago press [1918] 189 p. tables (1 fold.) diagr. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, vol. II, no. 1. . . . whole no. 7, April 1918.)

Reviewed by W. B. Owen in the *School review*, 26: 451-55, June 1918.

1138. Stone, John C. The teaching of arithmetic. Chicago, New York [etc.] B. H. Sanborn & co. [1918] 262 p. 12°.

A discussion of the aims and purposes of a course in arithmetic and of the methods of presenting each arithmetical topic which belongs in the elementary schools.

SCIENCE.

1139. Central association of science and mathematics teachers. Proceedings of the seventeenth meeting . . . held at the Ohio state university, Columbus, November 30 and December 1, 1917. 168 p. 8°. (A. W. Cavanaugh, secretary, Lewis institute, Chicago, Ill.)
Contains: 1. L. H. Bailey: The science element in education, p. 7-11. 2. F. T. Jones: Report of committee on science in the high school of tomorrow, p. 11-15. 3. M. M. Wells: The relation of ecology to high school biology, p. 39-46. 4. F. D. Barber: The reorganization of high school science, p. 59-74. 5. J. P. Goode: A unit course in economic geography for the high school, p. 90-97. 6. G. D. Hubbard: Reasons for giving geography a greater place in the high schools, p. 98-111. 7. S. A. Courtis: The measurement of high school mathematics, p. 129-48. 8. J. A. Culler: Science in the war, p. 157-64.
1140. Howe, C. M. What eighty teachers think as to the aims and subject matter of general science. *General science quarterly*, 2: 445-58, May 1918.
Results of a questionnaire sent to 160 teachers of general science.
1141. Johnson, E. H. The newer demands on physics and physics teachers. *Science*, n. s. 48: 101-8, August 2, 1918.
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1142. Meister, Morris. Science work in the Speyer school. *General science quarterly*, 2: 429-45, May 1918.
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The project method of science teaching and other activities in the teaching of sciences in the Speyer school, New York.
1143. Nichols, M. Louise. A remedy for the congestion of subject matter in general science. *General science quarterly*, 2: 458-68, May 1918.
1144. Buch, G. M. General science in the University high school, Eugene, Oregon. *School review*, 26: 393-400, June 1918.
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1145. Trafton, Gilbert H. The teaching of science in the elementary school. Boston, New York [etc.] Houghton Mifflin company [1918] 293 p. 12°. Bibliography: p. [285]-288.
1146. Van Cleave, H. J. The influence of high school biological courses upon grades of university freshmen in zoology. *School science and mathematics*, 18: 483-91, June 1918.
Concludes that the study of or omission of zoology in high school has little influence upon the kind of work done by students in this same subject in college or university classes.
1147. Wiley, William H. An experimental study of methods in teaching high school chemistry. *Journal of educational psychology*, 9: 181-98. April 1918.
A study to determine the best of three methods of teaching chemistry—the text-book recitation method, the so-called lecture method, and the laboratory method.
1148. Woodhull, John F. The teaching of science. New York, The Macmillan company, 1918. 249 p. 12°.

MUSIC.

1149. **Music teachers' national association.** Papers and proceedings . . . at its thirty-ninth annual meeting, New Orleans. December 27-29, 1917. Hartford, Conn., Pub. by the Association, 1918. 248 p. 8°. (William Benbow, secretary, 825 Elmwood avenue, Buffalo, N. Y.)
 Contains: 1. J. L. Erb: Problems of the music teacher, p. 9-18. 2. K. W. Gehrkens: Report of the committee on public school music, p. 82-87. 3. C. H. Farnsworth: Why teach appreciation? p. 88-94. 4. F. H. Ripley: How to promote musical appreciation without technical work, p. 95-104. 5. Max Schoen: The preparation of the rural school teacher for work in music appreciation, p. 105-8. 6. Mary L. Regal: Music appreciation in the high school, p. 109-15. 7. R. G. McCutchan: Community music and the Council of defense, p. 116-24. 8. Max Schoen: The significance of music in the rural school and community to the rural life problem and to the musical progress of the United States, p. 125-32. 9. F. C. Bornschein: The juvenile orchestra, p. 162-69. 10. J. L. Erb: What the music teacher can do to help win the war, p. 195-98. 11. C. B. Cady: Standardization: a protest, p. 202-208. 12. C. H. Farnsworth: The middle ground in standardization, p. 209-12.
1150. **Knapp, Ida C.** Musical activities with little children. Kindergarten and first grade, 3: 223-30, June 1918.
1151. **Morgan, Mae S.** The value of teaching music in the public schools. Nebraska teacher, 20: 459-60, 462, 464, June 1918.
1152. **Taylor, David C.** The melodic method in school music. A manual for teachers and supervisors. New York, The Macmillan company, 1918. 171 p. 12°.

ELOCUTION.

1153. **Forncrook, Elva M.** A fundamental course in speech training. Quarterly journal of speech education, 4: 271-89, May 1918.
 Urges the creation of laboratories for speech experimentation. Outlines a course of speech training for college freshmen.
1154. **Wilds, Elmer H.** Speech education in normal schools. Quarterly journal of speech education, 4: 304-10, May 1918.
 Says there is a great lack of standardization, not only in respect to number of courses, but even in the nature of the courses.

RURAL EDUCATION.

1155. **Conference on rural education.** State normal school, Worcester, Mass., March 15, 1918. [Papers] Education, 38: 733-91, June 1918.
 Contains: 1. W. B. Aspinwall: Making citizenship training effective, 733-39. 2. A. B. Hart: The lesson of the obligation of citizenship, p. 740-54. 3. L. S. Mills: Purposes, sources and methods in the teaching of citizenship, p. 755-66. 4. H. G. Brown: The part of normal schools in the training of the new citizenship, p. 767-71. 5. A. G. Webster: Foreign versus American ideals of citizenship, p. 772-74. 6. T. M. Osborne: The man, the citizen and the community, p. 775-91.
1156. **The Banker-farmer**, vol. 5, no. 8, July 1918. (Rural education number)
 Contains: 1. J. L. McBrien: Give 7,000,000 children a chance. Consolidate by federal and state aid in a ten-year nation-wide drive, p. 2-8. 5. 2. J. C. Muerman: What consolidation means. Better rural education is a war-and after the war-measure, p. 6-7. 3. Lee Driver: Consolidation in Indiana. What the consolidated school has meant to Randolph county, p. 10-11.
1157. **Educational administration and supervision**, vol. 4, no. 4, April 1918. (Rural school number)
 Contains: 1. L. W. Rapeer: Rural school consolidation and national consolidation, p. 179-88. 2. E. C. Higgle: Rural education in a middle border county, p. 189-98. 3. C. L. Phelps: A study of 292 rural schools of California with reference to age-grade distribution and other educational conditions, p. 199-208. 4. A. G. Crane: Training principals for rural consolidated schools in North Dakota, p. 209-14.

1158. **Holton, Edwin L. and Strickland, V. L.** A score card for rural schools. Manhattan, Kans., The College, 1918. 14 p. 8°. (Kansas state agricultural college bulletin, vol. 2, no. 9, June 15, 1918)
1159. **Leighton, Etta V.** Re-Americanizing the rural school. American school, 4: 141-42, May 1918.
1160. **Magers, S. D.** Improvement in rural school organization. American schoolmaster, 11: 206-12, May 15, 1918.
Reprinted from the Quill, published by the Northern state normal school, Marquette, Michigan.
Deals particularly with the consolidated schools.
1161. **Rapeer, Louis W.** School administration and the consolidated rural school. American education, 21: 492-96, June 1918.
1162. **Wilson, G. M.** Rural education in Denmark. Midland schools, 62: 282-84, May 1918.
The elementary school, the folk high school, and the agricultural high schools.

SECONDARY EDUCATION.

1163. **Davis, C. O.** Accrediting secondary schools. American school board journal, 57: 27-29, 69, August 1918.
An address delivered in Chicago, March 16, 1918, before the North central academic association.
The advantages of accrediting, the disadvantages of group inspection, the routine of accrediting, reaccrediting by inspection, two present day accrediting agencies, etc.
1164. **Guenot, H.** Mémoire et culture. Revue universitaire, 27: 247-58, April 1918.
Denies the assertions made by various writers in the Grande revue that current secondary education appeals too much to memory, that its programs are overloaded, and that it falls in its object, which should be to learn how to learn.
1165. **MacLaren, Susanna M.** The justification of the junior high school. American schoolmaster, 11: 267-72, June 15, 1918.
Gives a list of the advantages which have been found to come from the junior high schools.
1166. **Parker, Samuel Chester.** Exercises for "Methods of teaching in high schools." A problem-solving method in a social science. Boston, New York [etc.] Ginn and company [1918] 261 p. illus. 12°.
1167. **Proctor, William M.** Union versus single district high schools. A comparison of the high school systems of Washington, Oregon, and California. Educational administration and supervision, 4: 146-54, March 1918.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1168. **Brown, J. C.** State normal schools and the war. School and society, 7: 694-99, June 15, 1918.
Read before the National council of normal school presidents at Atlantic City, February, 1918.
The data given relate to (1) Changes in enrolment in the normal schools within the last year and the causes of these changes, (2) The scarcity of teachers, causes and remedies, and (3) Changes that have been made or are soon to be made in normal-school courses because of the war.
1169. **The Carnegie foundation for the advancement of teaching.** School and society, 7: 710-14, June 15, 1918.
Concluding part of "A statement to the teachers in the associated colleges and universities" on the new plan of pensioning teachers.
1170. **Curtis, Henry S.** Pedagogy versus matrimony. School and society, 8: 79-82, July 20, 1918.
Advocates the married woman as a teacher.

1171. Davidson, Percy E. University training for school supervision: a suggested program, with a partial report of opinion and some implications. Educational administration and supervision, 4: 227-34, April 1918.
Communicated to the annual meeting of the Society of college teachers of education, Atlantic City, February 25, 1918, at the invitation of the chairman.
1172. Doolittle, A. A. The measure of the teacher's work. Bulletin of the High school teachers' association of the District of Columbia, 11: 6-13, May 1918.
Report of the committee on school administration, showing the number of teaching periods, number of pupils, number of pupil periods, routine duties of the teachers, etc.
1173. Downey, Helen M. Old and young teachers. Pedagogical seminary, 25: 117-40, June 1918.
Gives the results of a questionnaire, showing that age in disposition is what counts for the teacher. Says that "Just so long as he retains certain dispositional qualities, the older teacher is the superior of the young teacher, by virtue of his wider experience and greater knowledge, which latter, however, become as sounding brass if he have not the former."
1174. Furst, Clyde and Kandel, J. L. Pensions for public school teachers. A report for the committee on salaries, pensions and tenure, of the National education association. 1918. 77 p. 8°. (Carnegie foundation for the advancement of teaching. Bulletin number twelve, 1918).
Advance proof subject to revision.
Brief bibliography: p. 75-77.
1175. Guile, Enola B. Purposes and welfare of the teachers. Pennsylvania school journal, 66: 517-20, May 1918.
Teaching as a profession, its purposes and conditions making for efficiency.
1176. Harris, T. H. Necessary support of public schools. Southern school work, 6: 391-95, April 1918.
The question of teachers' salaries in Louisiana and a plan for increasing salaries and thereby retaining teachers in the schools.
1177. Kandel, I. L. The war and teachers' salaries, England and Wales. School and society, 7: 773-76, June 29, 1918.
1178. Kennedy, Joseph. The profession of teaching. Quarterly journal of the University of North Dakota, 8: 365-67, July 1918.
Discusses the characteristics of a profession and compares teaching with the other professions.
1179. Merriman, Eugene D. Evaluating teaching service. Educator-journal, 18: 521-24, June 1918.
Advocates four methods of making criticism effective (1) Suggestion to individual teachers, (2) Conferences with groups of teachers, (3) Illustrative teaching, and (4) The use of standard measurements. Says that these four methods will secure the most effective results for the supervisor.
1180. New Jersey. Bureau of state research. Teachers' retirement systems in New Jersey. Their fallacies and evolution. New Jersey state research, 5: no. 5, supp. p. 1-48, February 1918. (Consecutive no. 10)
Introduction and Part I.—Chap. I. Establishment of retirement fund and its fallacies.—Chap. II. Failures of the "one per cent" fund.—Chap. III. Compulsory clause and the confusion of 1906.—Chap. IV. Period 1907-1917.—Chap. V. The state pension and its effect on the fund.—Appendices.
Part II will be published as consecutive no. 12.
1181. Ogden, R. M. The training course for psychological examiners at Cornell university. Journal of applied psychology, 2: 179-85, June 1918.
1182. O'Shea, M. V. An open letter relating to the training of teachers. Wisconsin journal of education, 50: 126-31, May 1918.
Discussed by Elmer H. Wilds in the Wisconsin journal of education for June, pages 155-60, under the title "The place of the normal school in the training of teachers."

1183. **Ritter, Elmer L.** Rating of teachers in Indiana. *Elementary school journal*, 18: 740-56, June 1918.
Study based on a questionnaire sent out during July, 1916, to all supervisors, in Indiana, who give success grades; data gathered personally by the writer, etc. Says that among 1,752 teachers, "the grade teachers have the lowest median success grade, the special teachers next, the high school teachers third, and the kindergarten teachers highest."
1184. The salaries of teachers and the cost of living. *School and society*, 7: 622-30, 655-60, May 25, June 1, 1918.
Shows what has been done in a number of cities toward raising the salaries of teachers.
1185. Scientific measurements and the unmeasurable. *Porto Rico school review*, 2: 14-20, June 1918.
Measuring the efficiency of teachers.
1186. **Smith, Walter R.** Our present educational crisis. *Kansas teacher*, 7: 7-9, June-July 1918.
Discusses the danger of lowering the personnel of the teaching body, resulting from the shortage of teachers and poor salaries.
1187. **Van Hise, Charles R.** Outline of statement in regard to three and four year courses in normal schools. *Wisconsin journal of education*, 50: 161-68, June 1918.
Says in conclusion that the proposed plan of extending the normal school courses to four years means a greatly increased cost of the normal school system. Still more important, the proposed plan involves the abandonment of the sound educational policy which has hitherto been followed.
1188. **Webb, Hanor A.** The typical teaching conditions of the faculties of southern normal schools. *Elementary school journal*, 18: 652-61, May 1918.
Study based on data obtained in 1916 from 15 state normal schools in the South. Illustrated with graphs.
1189. **Wilson, G. M.** Instruction for teachers of agriculture under the Smith-Hughes vocational education law. *School and society*, 7: 520-23, May 4, 1918.
An address delivered before the Agricultural section of the National society for the promotion of industrial education, Philadelphia, February 21, 1918.

HIGHER EDUCATION.

1190. *Association of American colleges bulletin*, vol. 4, no. 4, May, 1918. 24 p. 8°.
The War department's plan of military training for colleges, The emergency council of education, "Rapprochement intellectuel" between France and the United States, College women and the war, Educational activities in national army camps, The National research camps.
1191. *Association of American universities. Journal of proceedings and addresses of the nineteenth annual conference, held at the State university of Iowa, November 9-10, 1917.* 106 p. 8°. (Herman V. Ames, secretary, University of Pennsylvania, Philadelphia, Pa.)
Contains: 1. John Dewey: The modern trend toward vocational education in its effect upon the professional and non-professional studies of the university, p. 27-32; Discussion, p. 32-35. 2. Discussion of "The advantages and disadvantages of the organization of the university year into four quarters, or of a continuous session throughout the year," p. 35-48. 3. E. R. Cumings: What provisions should be employed to enlist in behalf of scholarship the interests and ambitions of the ablest students? p. 50-63; Discussion, p. 63-68. 4. Outside professional engagements by members of professional faculties—From the point of view of the medical school, by T. C. Janeway, p. 72-80; From the point of view of the law school, by H. M. Bates, p. 80-87; From the point of view of the university in general, by C. L. Cory, p. 87-94; Discussion, p. 94-98.

1192. **Association of urban universities.** Third annual meeting at New York City, November, 1917. Report on field work. 1917-1918. 103 p. 8°. (Frederick B. Robinson, secretary, College of the City of New York, New York, N. Y.)
A complete report of the Committee on field work and an account of the third annual meeting.
1193. **Art publication society, St. Louis, Mo.** Statistical department. College music credits statistics. 1918. 11 p. 12°. Gives a list of the colleges giving credit for music.
1194. **Ball, W. W. Rouse.** Cambridge papers. London, Macmillan and co., limited, 1918. 326 p. 8°. History of Cambridge university, England.
1195. **Bee, Helen E.** A belated college course: its possibilities. Journal of education, 87: 591-93, May 30, 1918.
Shows the main advantages to be gained from a belated college course.
1196. **Capen, Samuel P.** The status of the land-grant college. Educational review, 56: 1-11, June 1918.
Status as outlined in reports of surveys made by the U. S. Bureau of education. Among other recommendations urges "the concentration of all senior college and graduate work in engineering, except agricultural and industrial engineering, at the state university and the development of only junior college courses in engineering branches, exceptions being made of agricultural and industrial engineering again, at the land-grant college."
1197. **Carpenter, William H.** Higher education in Great Britain. Educational review, 56: 59-65, June 1918.
A review of G. E. MacLean's bulletin on Studies in higher education in England and Scotland, etc., published by the U. S. Bureau of education. Describes it as "an admirably written account of educational conditions in their historical evolution, of their tendencies and directions, and of their significance in the intellectual life of the nation."
1198. **Cornell university faculty.** Committee on the alumni inquiry regarding the recognition of scholarship. A movement for greater recognition of scholarship. Engineering education, 8: 422-43, May 1918.
Report of the committee.
1199. **Dawson, Percy M.** University ideals and their limitations. Science, n. s., 47: 547-56, June 7, 1918.
1200. **Hollister, E. D. T.** Common faults in college orations. Quarterly journal of speech education, 4: 311-23, May 1918.
1201. **Kane, Thomas Franklin.** The installation address of the president of the University of North Dakota. School and society, 8: 121-31, August 3, 1918.
Address delivered at Grand Forks, N. D., June 19, 1918.
Aims and ideals of a state university with particular reference to the University of North Dakota.
1202. **Lodge, Sir Oliver.** University development and a new degree. Nineteenth century, 84: 87-96, July 1918.
Higher degrees in English universities discussed. A plea for a new degree for research work in science.
1203. **McVey, Frank L.** The spirit of the university. School and society, 7: 721-24, June 22, 1918.
Synopsis of the installation address of President Frank L. McVey, University of Kentucky, June 4, 1918.
1204. **Neilson, William Allan.** The inaugural address of the President of Smith college. School and society, 8: 61-68, July 20, 1918.
Discusses principally the under-graduate and the curriculum.
Also in Smith alumnae quarterly, 9: 281-91, July 1918.

1205. Pond, B. S. Personal distribution of grades at the University of Georgia, and a comparison of this distribution with that of some other universities and colleges. [Athens, Ga., The University, 1918] 11 p. 1 fold. pl., tables. 8°. (Bulletin of the University of Georgia, vol. XVIII, no. 3a, March 1918)
1206. Bine, Victor. Harvard lights and shadows; college sketches in war times. Boston, Gorham press, 1918. 103 p. front., pl. 12°.
1207. Sharpless, Isaac. The story of a small college. Philadelphia, The John C. Winston company, 1918. 237 p. front. (port.) plates. 8°. Account of the development of the ideals and policy of Haverford college.
1208. Smith, George Adam. The universities and the war. University record, 4:119-28, July 1918.
Delivered on the occasion of the 107th convocation of the University of Chicago, June 11, 1918.
1209. Trustees and faculties, by Academicus. Nation, 106:618-20, May 25, 1918.
1210. A university in a university court; by Censor peregrinus. Nation, 106:732-34, June 22, 1918.
An account of the trial by the university regents of professors of the University of Nebraska whose attitude toward the war had been questioned.
1211. Veblen, Thorstein. The war and the higher learning. Dial, 65:45-49, July 18, 1918.
Discusses the future of scientific studies in the United States.

SCHOOL ADMINISTRATION.

1212. Ballou, Frank W. Efficient finance in a city school system. American school board journal, 56:21-23, June 1918.
"The present paper constituted the basis of a valuable address and a general discussion of methods of financing schools at the Round table of superintendents of large cities, meeting at the Department of superintendence, February 28, 1918, Atlantic City, N. J."
Also in Educational administration and supervision, 4:121-32, March 1918.
1213. Blakely, Paul L. The Federal government and education. America, 19:413-14, August 3, 1918.
Opposed to the plan of the National education association to have Congress create a Department of education with a Federal secretary of education.
1214. Brown, E. M. The purchase of school supplies and award of contracts. American school board journal, 57:25-26, 85, July 1918.
Read at the convention of School accounting officers. This paper is a continuation of the author's description of the St. Louis system of purchasing and handling school supplies which was published in the Journal for July 1917.
1215. Butterworth, Julian Edward. Problems in state high school finance. Yonkers-on-Hudson, N. Y., World book company, 1918. ix, 214 p. 12°. (School efficiency monographs)
1216. Chancellor, William E. New conditions of the city school superintendency. American school board journal, 56:24, 77, June 1918.
1217. Clopper, Edward N. Federal aid to education. Child labor bulletin, 7:54-64, May 1918.
Reviews several methods of distribution of federal aid and concludes that such aid should be granted on a national basis rather than on any of the state bases discussed.
1218. Cook, Albert S. Centralizing tendencies in educational administration; the county as a unit for local administration. Educational administration and supervision, 4:133-40, March 1918.
Read at the Atlantic City meeting of the Department of superintendence, National education association.

1219. **Dick, William.** School administration. American school board journal, 57: 23-24, August 1918.
Address delivered before the Department of school administration of the National education association, at Pittsburgh, Pa., July 1-6, 1918.
Discusses such phases of the subject as the board as the financial authority, functions of superintendent and business manager, business aide of the schools, etc.
1220. **Judd, Charles H.** A curriculum for school administrators. School and society, 7: 637-40, June 1, 1918.
Discussion before the Society of college teachers of education, Atlantic City, February 25, 1918.
1221. **Kent, Raymond Asa.** A study of state aid to public schools in Minnesota. Minneapolis, University of Minnesota, 1918. 183 p. tables, diagrs. 4°. (The University of Minnesota. Studies in the social sciences no. 11. Bulletin April 1918)
Bibliography: p. 182-83.
1222. **Kinkade, Arthur.** Efficiency in school business management. American school board journal, 57: 29-31, 82, July 1918.
Read at the seventh annual convention of the National association of school accounting officers, Rochester, N. Y., May 21, 1918.
1223. **Linn, Louis P.** Organization powers accorded city school superintendents by general laws. School and society, 7: 601-6, May 25, 1918.
The powers and duties of the superintendent are discussed under the following headings: The course of study, Text-books, apparatus and supplies, Appointment, placing and suspension of teachers, Classification and promotion of pupils, Reports to board, etc.
1224. **Mandel, Arch M.** Business department of the Detroit board of education. American school board journal, 56: 25-23, June 1918.
1225. **Strayer, George D.** Educating the public to the financial needs of the schools. American school, 4: 137-38, May 1918.
Discusses methods of bringing home to the public one of the most important lessons which it must learn in the immediate future—the necessity for more money for schools if the education of American children is not to suffer.
1226. **Taylor, Edward L.** School finances as a war-time problem. American school board journal, 57: 38, 61, August 1918.
Address delivered before the Department of school administration of the National education association, at Pittsburgh, Pa., July 1-6, 1918.
1227. **Wheat, Harry G.** Costs of instruction in the high schools of West Virginia. School review, 26: 438-50, June 1918.
Study based on questionnaire sent to the 75 high schools in West Virginia. Says that the average size of classes is the most important factor which enters into a determination of the cost of instruction.

SCHOOL MANAGEMENT.

1228. **Bowden, A. O.** Student self-government. School and society, 8: 97-102, July 27, 1918.
1229. **Childs, Hubert Guy.** An investigation of certain phases of the reorganization movement in the grammar grades of Indiana public schools. Fort Wayne, Ind., Fort Wayne printing co., 1918. 187 p. tables. 8°.
1230. **Ijams, E. H.** Grading on a scientific basis. Educational exchange, 33: 8-8, June 1918.
1231. **MacDonald, D. J.** Grading pupils in vocational subjects. Indianapolis, Ind. [1918] [15] p. 8°.

1232. **Bugg, H. O.** 'Teachers' marks and the reconstruction' of the marking system. *Elementary school journal*, 18:701-19, May 1918.

Endeavors "to summarise the results of recent investigations, to present complete bibliographic material, and to present systematically the essence of current thinking on the problem." Gives a program for the reconstruction of the marking system.

SCHOOL ARCHITECTURE.

1233. **Berkowitz, J. H.** Better schoolhouses as a factor in race betterment. 8 p. 8°.

Reprinted from the *American school board journal*, June 1918.

From discussion of Report of the Committee on standardization of school-houses, delivered at the annual meeting of the Department of superintendence, National education association, Atlantic City, N. J., February 27, 1918. Revised.

1234. **Kitchen, John H.** The heating and ventilation of school buildings. Kansas teacher, 7:28-31, June-July 1918.

1235. **Bapeer, Louis W.** The case against unilateral lighting. *American school board journal*, 57:33-34, July 1918.

Recommends a classroom lighted on three sides.

1236. —. Summer school sanitation. *American journal of school hygiene*, 2:53-62, June 1918.

1237. **Sipple, L. B.** What constitutes a good sanitary heating and ventilating system for a one or two-room school building. *Nebraska teacher*, 20:453-55, June 1918.

SCHOOL HYGIENE AND SANITATION.

1238. **Books, William J.** The healthy school child. Schenectady's system of keeping him healthy. New York, W. Wood & company [1918] 28 p. 12°.

Reprinted from the *Medical record*, May 25, 1918.

1239. **King, Henry Churchill.** Why I am opposed to compulsory smoking at Oberlin. *Ohio educational monthly*, 67:264-67, July 1918.

Reprinted from the *North American student*.

The president of Oberlin college tells why he is opposed to college boys smoking.

1240. **O'Meara, Catharine B.** The teacher and the health of the school child. *New Haven teachers' journal*, 11:10-15, June 1918.

1241. **Uzzell, Camelia W.** A demonstration in health education. *Survey*, 40:257-59, June 1, 1918.

Study of malnutrition among pupils of New York public schools.

1242. **Wallis, C. Edward.** School doctors and school dentistry. *School hygiene* (London), 9:24-27, April 1918.

Describes functions of a school medical inspection in regard to dental condition of children.

1243. **Whittaker, H. A.** Investigations on swimming pools at the University of Minnesota. *Journal of the American medical association*, 70:1901-05, June 22, 1918.

Sanitary precautions regarding swimming pools.

1244. **Wile, Ira S.** Public health publicity and education through public schools. *American journal of public health*, 8:336-40, May 1918.

Value of public school as a medium of health propaganda. Writer says it is of vital importance to correlate publicity with public education.

1245. **Wood, Thomas D.** War's emphasis on health education. *Arkansas teacher*, 6:8-11, June 1918.

A national program of health education.

PHYSICAL TRAINING.

1246. **Averill, Lawrence Augustus.** The report of the Commission on military training in New Jersey. *American journal of school hygiene*, 2: 63-72, June 1918.
1247. **Gregory, Thomas.** Modern athletics in the far east. *World's work*, 36: 197-206, June 1918.
Introduction of Western games, etc., into the Orient. Educational values. Described as a new force for nationalization and for international good will.
1248. **Johnson, G. E.** A defense of intercollegiate athletics. *Harvard graduates' magazine*, 26: 583-94, June 1918.
Takes up the arguments that have been urged against intercollegiate athletics and in conclusion says that "It would be madness for college authorities to declare war upon intercollegiate athletics."
1249. **Perrin, Ethel.** Minimum essentials within the schools as to time, equipment and activities. *Mind and body*, 25: 152-59, June 1918.
Read at the convention of the American physical education association, Philadelphia, April, 1918.
Minimum essentials in physical education in elementary schools and in high schools.
1250. **Storey, Thomas A.** Plans for the school recognition and credit of home and community recreation activities. *Playground*, 12: 191-97, August 1918.
Memoranda and suggestions from the physical training bureau of the Military training commission, state of New York.
Presented before the New York state association of district superintendents of schools, New York city, January 18, 1918.

PLAY AND PLAYGROUNDS.

1251. **Bureau of educational experiments, New York.** A catalogue of play equipment, compiled by Jean Lee Hunt. New York, Bureau of educational experiments, 1918. 48 p. illus. 8°. (Bulletin no. 8)
1252. **Pearson, Ruth B.** Street play and its relation to the neighborhood center. *Playground*, 12: 104-10, June 1918.
A survey of street play in Chicago.
1253. **Wrightson, Hilda A.** Games for children's development. New York, Prospect press, inc., 1918. xi p., 2 l., 17-239 p. front., illus., plates. 12°.

SOCIAL ASPECTS OF EDUCATION.

1254. **Croly, Herbert.** A school of social research. *New republic*, 15: 167-71, June 8, 1918.
Outlines a prospective school of research, in which graduates could be trained for specific and important social jobs.
1255. **Jackson, Henry E.** A community center; what it is and how to organize it. New York, The Macmillan company, 1918. [17], 159 p. illus. 12°.
A reproduction of Bulletin, 1918, no. 11, of the U. S. Bureau of education. This book contains also an additional section describing typical community centers in operation.
1256. **Reisner, Edward H.** Sociological principles fundamental to pedagogical method. *Educational review*, 56: 28-36, June 1918.
A reply to a similar article by Dr. R. L. Finney, in *Educational review*, for February 1918.

1257. **Smith, Walter B.** The fundamentals of a socialized educational program. School and society, 8: 35-41, July 13, 1918.
1258. ———. The sociological aspects of our educational aims. American journal of sociology, 24: 81-95, July 1918.
Writer says that in the field of education sociologists have been laggards. Discusses social aspects of physical training, culture, vocational efficiency, etc.
1259. **Stormzand, M. J.** Social aspects of language mastery. Wisconsin journal of education, 50: 168-73, June 1918.

CHILD-WELFARE.

1260. **Holt, L. Emmett.** The undernourished child. General Federation magazine, 17: 15-16, August 1918.
Presents a scheme for combating malnutrition.
1261. **McIntire, Ruth.** Child labor and juvenile delinquency. Journal of delinquency, 3: 95-114, May 1918.
1262. **West, Mrs. Max.** Child care. Part 1. The preschool age. Washington, Government printing office, 1918. 88 p. 8°. (U. S. Children's bureau. Publication no. 30)
This bulletin discusses the care of the child from 2 to 6 years of age.

MORAL EDUCATION.

1263. *L'éducation morale dans les dépôts militaires.* Education, 10: 34-50, March 1918.
A psychological study of the moral temper of the French soldiers in the encampments.
1264. The improvement of character education. Journal of education, 88: 144-45, August 8, 1918.
By a committee of twenty-three, Dr. David Snedden, chairman.
Speaks of the urgent need of character instruction in the public schools and, hence, the need for research into the best methods of moral and civic education.
1265. **Squires, Vernon P.** A moral code for boys and girls. Quarterly journal of the University of North Dakota, 8: 347-54, July 1918.
One of the codes submitted in the competition held by the National institution for moral instruction.

RELIGIOUS EDUCATION.

1266. Bible-teaching in colleges. Standardization of Biblical departments in colleges. Religious education, 13: 281-86, August 1918.
The report of the committee on the standardization of Biblical departments in colleges and universities to the Religious education association, 1918.
1267. **Cope, Henry Frederick.** Religious education in the church. New York, C. Scribner's sons, 1918. 274 p. 12°. References at end of chapters.
1268. **Plantz, Samuel.** The history of education in the Methodist Episcopal church 1892 to 1917. New York, The Board of education of the Methodist Episcopal church [1918] 16 p. 8°. A paper read on the occasion of the twenty-fifth anniversary of the organization of the University senate, Baltimore, Md., December 17, 1917.
Also in Christian student, 19: 80-87, May 1918.
1269. **Shaw, Justin H.** The secular objection to religion in the public schools. Open court, 82: 257-73, May 1918.
Work of free-thought societies and secular unions in preventing religious instruction in public schools.
1270. **Wardle, Addie Grace.** History of the Sunday school movement in the Methodist Episcopal church. New York, Cincinnati, The Methodist book concern [1918] 232 p. 8°.

MANUAL AND VOCATIONAL TRAINING.

1271. **Beatty, Albert James.** A comparative study of corporation schools as to their organization, administration, and methods of instruction. 1917. 116 p. 12°. Bibliography: p. 115-16.
Thesis submitted in partial fulfillment of the requirements for the degree of doctor of philosophy in education in the graduate school of the University of Illinois, 1917.
1272. **Dimmitt, Roy.** Trade and industrial education under the Smith-Hughes act. School and home, 10: 6-8, June 1918.
Conditions in Georgia.
1273. **Henning, A. E.** Vocational departments in high schools or separate vocational schools? Industrial-arts magazine, 7: 258-59, July 1918.
Gives arguments in favor of each plan.
1274. **Hill, David Spence.** The application of research in relating industry and education. School and society, 8: 1-11, July 6, 1918.
1275. **Howell, C. E.** Securing efficiency of the workman in the manual training shop. Industrial-arts magazine, 7: 260-64, July 1918.
The elimination of wastes in the manual training shop.
1276. **Judd, Charles H.** Industry and the liberal arts. School and society, 8: 151-64, August 10, 1918.
An address before the Beta of Illinois chapter of Phi Beta Kappa, June 10, 1918.
Recommends certain educational measures which, it is believed, would operate to promote the desired fusion between industry and the liberal arts.
1277. **Kreuzpointner, Paul.** The Smith-Hughes act from a layman's standpoint. School and society, 8: 102-5, July 27, 1918.
Discusses alleged weak points in the Smith-Hughes act.
1278. **Marot, Helen.** Creative impulse in industry; a proposition for educators. New York, E. P. Dutton & company [1918] xxii, 146 p. 12°. Opposes the adoption of the German system of industrial education in America for the period of reconstruction which is to follow the war. Suggests instead a system which will afford to the pupils an opportunity for experiment and discovery, and will give them an impulse for production and high standards of work, not for the sake of the state, but for themselves and for the community.
1279. **Pennell, Joseph.** An open letter to the art teachers of America. American magazine of art, 9: 393-95, August 1918.
Points out the lack of facilities for the study of industrial art in this country.
1280. **Perry, L. Day.** "Systems" of industrial education. Industrial-arts magazine, 7: 287-92, August 1918.
Discusses the so-called "systems" of industrial education, a modification of correspondence courses aiming to teach shopwork by means of a series of leaflets under the direction of an ordinary academic teacher. Points out the weaknesses of such systems.

VOCATIONAL GUIDANCE.

1281. **Woodbridge, Elizabeth D.** Vocational guidance in colleges. Educational administration and supervision, 4: 155-62, March 1918.

AGRICULTURAL EDUCATION.

1282. **Bricker, Garland A.** Teaching agriculture in the rural schools. American education, 21: 500-502, June 1918.
Whom to teach, when to teach, what to teach, and how to teach.
1283. **Gauthier, Léon.** Une section agricole d'école primaire supérieure. Revue pédagogique, 72: 339-46, May 1918.

1284. Hedrick, W. O. The tutored farmer. Scientific monthly, 7:168-65, August 1918.
1285. Sévrette, Gaston. Le jardin de l'école. Revue pédagogique, 72:347-50, May 1918.
1286. U. S. Federal board for vocational education. Reference material for vocational agricultural instruction. Washington, Government printing office, 1918. 26 p. 8°. (*Its Bulletin no. 14, Agricultural series no. 2, June 1918*)

HOME ECONOMICS.

1287. Bliss, D. C. The school cottage in theory and practice. American school board journal, 57:25-26, 69, 71, August 1918. Illus.
Tells how Montclair, N. J., has made use of existing dwellings on school property purchased.
1288. Langworthy, C. F. Teaching food values. Journal of home economics, 10:295-302, July 1918.
Presented at the tenth annual meeting of the American home economics association, Atlantic City, March 1918.
1289. Lawson, Mrs. H. L. Domestic science in the rural school. Industrial-arts magazine, 7:306-7, August 1918.
Shows how some of the problems confronting the teacher of domestic science in rural schools may be overcome.

COMMERCIAL EDUCATION.

1290. Hotchkiss, Willard Eugene. Higher education and business standards. Boston and New York, Houghton Mifflin company, 1918. 100 p. 12°.
1291. Lyon, Leverett S. The commercial curriculum in secondary schools. School review, 26:401-15, June 1918.
Study based on returns from a questionnaire sent to the principals of 225 high schools in the United States. Concludes that the orthodox high school course is a technical training course, giving instruction in mechanical routine. The possibilities of the high school commercial course, either as a utilitarian or as a social course, have not been realized.
1292. Schorer, O. C. and Cochran, H. A. The savings bank in the high school. Business educator, 23:21-23, June 1918.
1293. Swiggett, Glen Levin. Why should the government train for foreign service? School and society, 8:181-87, August 17, 1918.
Address before the general session of the National education association, Pittsburgh, July 8, 1918.
1294. Thompson, C. A. Some ways by which the teaching of commercial subjects can be vitalized and motivated. Journal of the New York state teachers' association, 5:149-55, May 1918.

PROFESSIONAL EDUCATION.

1295. American conference of pharmaceutical faculties. Proceedings of the eighteenth annual meeting, Indianapolis, Ind., August 27-28, 1917. 248 p. 8°. (T. J. Bradley, secretary-treasurer, Boston, Mass.)
1296. American medical association. Council on medical education. Report . . . to the House of delegates, June 10, 1918. 31 p. 8°.
Reprinted from the Journal of the American medical association, June 15, 1918, vol. 70, p. 1844-51, 1855.
Contains a revised classification of the medical colleges of the United States.

1297. **American nurses association.** Proceedings of the twenty-first annual convention . . . Cleveland, Ohio, May 7-11, 1918. American journal of nursing, 18: 943-1125, August 1918.

Contains: 1. J. E. Cutler: How the public and the nursing profession are combining to supply nursing needs during and after the war, p. 1021-29. 2. Minimum requirements for accredited schools of nursing as approved by the board of directors of the American nurses' association, May 9, 1918, p. 1088-94.

1298. **Association of American medical colleges.** Proceedings of the twenty-eighth annual meeting, held at Chicago, February 5, 1918. 96 p. 8°. (Fred Zapffe, 3431 Lexington Street, Chicago, Ill.)

Contains: 1. W. S. Carter: The need of co-ordination in medical education, p. 5-18. 2. H. E. French: The entrance condition after January 1, 1918, p. 24-31. 3. W. H. MacCracken: The letter or the spirit [Premedical education] p. 32-38; Discussion, p. 38-44; 4. C. N. Meader: The problem of student work; loan funds, p. 45-49. 5. J. Van de Erve: The teaching of medicine—a retrospect and a forecast, p. 50-61.

1299. **Society for the promotion of engineering education.** Proceedings of the twenty-fifth annual meeting, held at Washington, D. C., July 6-7, 1917. Vol. 25. Pittsburgh, Pa., Office of the secretary 1917. 50 p. 8°. (F. L. Bishop, secretary, Pittsburgh, Pa.)

Contains: 1. N. D. Baker: The engineer in the war, p. 26-33. 2. W. M. Black: Military engineering, p. 34-43; Discussion, p. 43-50. 3. Hollis Godfrey: The advisory function: its part in winning the war and preparing for the period following the war, p. 51-55. 4. G. R. Chatburn: Presidential address, Our patriotic duty, p. 58-82. 5. P. P. Claxton: Address [Engineering education and the war] p. 92-96. 6. S. P. Capen: A new organization of higher education for national service, p. 97-103. 7. Hollis Godfrey: Changing the engineering curricula to meet the needs of the engineering corps, p. 104-18; Discussion, p. 118-41. 8. A. H. Blanchard: Certain relations of a college or university to the engineering divisions of the municipal service, p. 142-48. 9. Wilham McClellan: The placing of engineering graduates in government service during the war, p. 149-53. 10. C. M. Galloway: The Civil service commission, p. 154-56; Discussion, p. 156-57. 11. C. R. Mann: Report of joint committee on engineering education, p. 198-209. 12. Report of committee on English, p. 211-24. 13. Report of committee on chemistry, p. 235-40.

1300. **Gray, Carolyn E.** The standard curriculum for schools of nursing. American journal of nursing, 18: 790-94, June 1918.

1301. **Journal of the American medical association**, vol. 71, no. 7, August 17, 1918. (Educational number)

Contains: 1. Medical education in the United States. Annual presentation of educational data for 1918 by the Council on medical education, p. 534-44. 2. Schedule for the grading of medical schools, p. 548-51. 3. Classification of medical colleges, p. 552-53. 4. Description of medical colleges, p. 554-64.

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1303. **Cohen, J. David.** Teaching patriotism. Ohio teacher, 38: 443-45, May 1918.

1304. **Hodge, Clifton F. and Dawson, Jean.** Civic biology; a textbook of problems, local and national, that can be solved only by civic cooperation. Boston, New York [etc.] Ginn and company [1918] 381 p. illus. 12°

1305. Lange, Alexis F. The place of science in the training of boys and girls for personal efficiency and better citizenship. *School and society*, 7: 661-66, June 8, 1918.

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1306. Reisner, Edward H. Civic efficiency and elementary studies. *Teachers college record*, 19: 259-68, May 1918.

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1307. Lane, Franklin K. Address . . . at the National education association, Pittsburgh, Pa., July 5, 1918. *School life*, 1: 14-16, August 1, 1918.

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1310. Rindge, Fred H., Jr. Uncle Sam's adopted nephews. *Harper's magazine*, 137: 281-89, July 1918.

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1311. Rosenstein, David. A crucial issue in war-time education—Americanization. *School and society*, 7: 631-37, June 1, 1918.

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1312. Tilroe, George S. Making the foreign-born familiar with the American spirit. *Journal of the New York state teachers' association*, 5: 171-75, June 1918.

1313. Wheaton, H. H. Making real Americans. *American review of reviews*, 58: 161-66, August 1918.

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1824. **Reconstruction and rehabilitation of disabled soldiers.** *Journal of the American medical association*, 70: 1924-31, June 22, 1918.
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1825. **Sexton, F. H.** Vocational rehabilitation of soldiers suffering from nervous diseases. *Mental hygiene*, 2: 265-76, April 1918.
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1333. **Peabody, Francis Greenwood.** Education for life; the story of Hampton Institute, told in connection with the fiftieth anniversary of the foundation of the school. Garden City, N. Y., Doubleday, Page & company, 1918. 303 p. front., illus, 8°.
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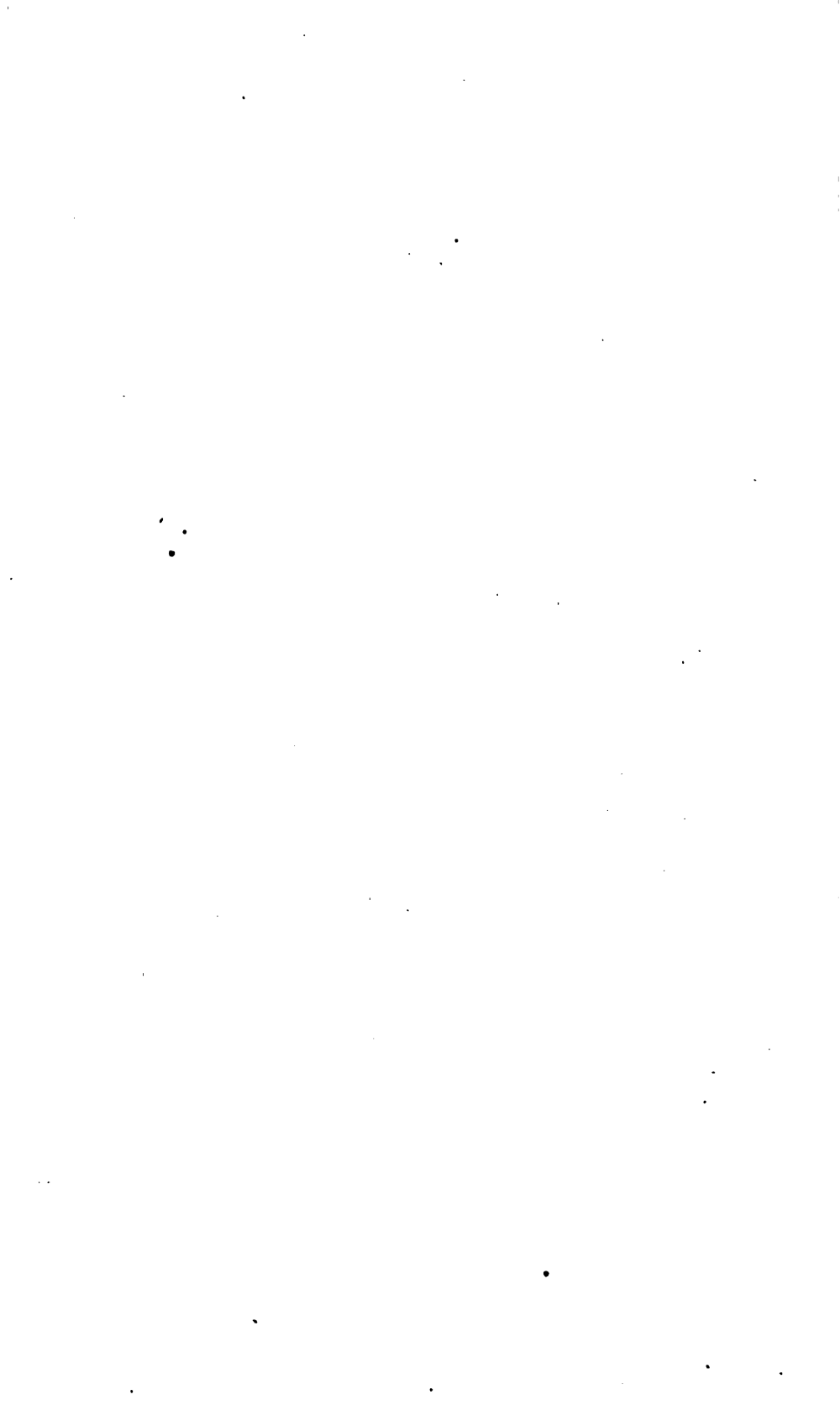
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 Texas school journal, Dallas, Tex.
 Times educational supplement, London, England.
 Trained nurse and hospital review, 38-40 West Thirty-second Street, New York, N. Y.
 Training school quarterly, Greenville, N. C.
 Ungraded, 500 Park Avenue, New York, N. Y.
 University journal, Lincoln, Nebr.
 University record, University of Chicago press, Chicago, Ill.
 Unpopular review, 35 West Thirty-second Street, New York, N. Y.
 Virginia journal of education, Richmond, Va.
 Vocational summary, Federal board for vocational education, Washington, D. C.
 Volta review, Volta bureau, Washington, D. C.
 West Virginia school journal and educator, Charleston, W. Va.
 Western journal of education, San Francisco, Cal.
 Western teacher, Milwaukee, Wis.
 Westonian, Westtown, Pa.
 Wisconsin journal of education, Madison, Wis.
 World's work, Doubleday, Page and company, Garden City, N. Y.
 Wyoming school journal, Laramie, Wyo.



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1918, No. 34

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

OCTOBER, 1918



WASHINGTON
GOVERNMENT PRINTING OFFICE
1918

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

Contents.—Educational history and biography—Current educational conditions—Education and the war—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Moral and religious education—Manual and vocational training—Vocational guidance—Agricultural education—Professional education—Civic education—Americanization of immigrants—Reeducation of war invalids—Education of women—Negro education—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1371. **Bloss, W. Escott.** Grammar schools and the teaching of English subjects. *School guardian*, 43: 229-31, 251-54, August, September 1918.
I. The continental movement. II. The reform movement in England.
1372. **Hart, Joseph Kinmont.** Democracy in education; a social interpretation of the history of education. New York, The Century co., 1918. ix, 418 p. 12".
"Bibliographical suggestions": p. 410-16.
1373. **Lavisse, Ernest.** Louis Liard. *Revue internationale de l'enseignement*, 38: 81-99, March-April 1918.
Reprinted from *Revue de Paris*, February 1, 1918.
1374. **Luther Halsey Gulick, 1865-1918.** Survey, 40: 579-80, August 24, 1918.
A brief sketch of the life and work of Luther Halsey Gulick.

1875. Mead, Arthur Raymond. The development of free schools in the United States as illustrated by Connecticut and Michigan. New York city, Teachers college, Columbia university, 1918. 236 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 91.)
1876. Wulf, Maurice de. The teaching of philosophy and the classification of the sciences in the thirteenth century. Philosophical review, 27: 356-73, July 1918.
By a professor of the University of Louvain. Translated from the French by Dr. Katherine E. Gilbert.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

1877. Bagley, W. C. Education and our democracy. School and society, 8: 241-45, August 31, 1918.
Read before the National education association, Pittsburgh, July 1, 1918, introducing the program of the N. E. A. Commission on emergency and readjustment.
1878. Blakely, Paul L. The hyphenated schools. America, 19: 461-62, August 17, 1918.
Condemns the proposal of the National education association to extend the powers of the Federal government in the matter of public schools. Says that it is a proposal to begin in this country a policy which contains in germ the Prussian system, and which will issue, as in Germany, in "dehumanized schools."
1879. Boas, Franz. The mental attitude of the educated classes. Dial, 65: 145-48, September 5, 1918.
The main contention of this article is that the desires of the masses are in a wider sense human than those of the classes. In all nations, the majority of the intellectuals are conventional—their thoughts are based on tradition, and the range of their vision is liable to be limited.
1880. Carr, W. L. The basis of education in a democracy. School and society, 8: 305-12, September 14, 1918.
Read at the National education association conference on the place of classical studies in war-modified education, held at the University of Pittsburgh, July 2 and 3, 1918.
Maintains that American education can not be based on physical science alone.
1881. Finegan, Thomas E. Training for national service. School and society, 8: 301-5, September 14, 1918.
Read before the National education association, Pittsburgh, July, 1918.
Writer says that the democracy that is to endure will not only train the minds and the hands of its future citizens; it will also look to the condition of their bodies.
1882. Norris, Charles G. Salt; or, The education of Griffith Adams. New York, E. P. Dutton and company [1918] ix, 378 p. 12°.
Author says that the incidents upon which this story is based are founded upon fact—or less than fact. The book undertakes to transcribe the results of personal observations over a number of years and makes the principal character of the tale a well-known type of American youth.
1883. Schaeffer, Nathan C. The new program of the National education association. Pennsylvania school journal, 67: 47-50, August 1918.
An opportunity and a responsibility.
1884. Williams, L. A. and Johnston, J. H. A study of the Winston-Salem schools. [Winston-Salem, N. C.] Printed at the High school press, 1918. 93 p. 8°.

FOREIGN COUNTRIES.

1385. Albergiani, Ferdinando. Il nazionalismo e la scuola. *Rivista pedagogica*, 11: 205-19, March-April 1918.
1386. India. Bureau of education. The education of factory children in India. Calcutta, Superintendent government printing, India, 1918. 26 p. plates. 8°. (*Its Pamphlet no. 2*)
1387. McClure, S. S. Japanese have a passion for education. *National association of corporation schools bulletin*, 5: 398-405, September 1918.
A survey of the part education plays in the progress of Japan. The desire for knowledge is greater than the schools can supply. Speaks of the pathetic struggle to gain entrance to the limited number of colleges.
1388. Ormond, Frances L. National service in the non-English school. *School (Toronto)* 7: 82-84, September 1918.
The work of the school in the training of "new-Canadians."
1389. Rignano, Eugenio. The school of to-morrow. *Monist*, 28: 379-88, July 1918.
Author is editor of *Scientia*, Milan, Italy.
1390. Roy, Basanta Koomar. The new education in India. *Dial*, 65: 150-58, September 5, 1918.

EDUCATION AND THE WAR.

1391. Bawden, William T. Training the fighting mechanic. *Manual training magazine*, 20: 1-10, September 1918.
Shows how the Committee on education and special training of the War department is giving special technical courses to certain units of enlisted men as a part of their preparation for military duties.
1392. The colleges and the war. *Outlook*, 120: 48-50, September, 1918.
Government plan for keeping the colleges alive during the war; creation of the students' army training corps and other activities described.
1393. Denbigh, John H. Our schools during and after the war. *School*, 29: 503, August 15, 1918.
To be continued.
1394. National education association. Education and the present emergency. *Educational administration and supervision*, 4: 310-31, June 1918.
A symposium of "Education and the war" discussions at the Pittsburgh meeting of the National education association.
Contains: 1. G. D. Strayer: The present emergency in education, p. 310-12. 2. G. S. Hall: Some educational values of war, p. 312-16. 3. T. B. Kidner: Vocational re-education of disabled soldiers, p. 316-17. 4. R. H. Wilson: The war garden movement, p. 318-19. 5. C. A. Prosser: Vocational education under the Smith-Hughes act, p. 320-22. 6. David Snedden: Character education, p. 322-24. 7. W. S. Small: The state normal school and the problems of child health, p. 326-27. 8. W. S. Deffenbaugh: Recent growth in city school administration, p. 327-29. 9. G. D. Strayer: The emergency in secondary education, p. 329-31.
1395. Powell, B. E. The long arm of learning; how the "land-grant colleges" are backing Uncle Sam. *American review of reviews*, 58: 64-68, July 1918.
Shows what the expert scientists of the colleges have done to help the United States win the war.
1396. Shotwell, J. T. University war problems. *Columbia university quarterly*, 20: 225-34, July 1918.
An address at the General assembly of Columbia university on May 7, 1918. Considers the adjustment of Columbia university to the new era which the war has ushered in.

1397. Slichter, W. I. The war and technical education. Columbia university quarterly, 20: 281-86, July 1918.
1398. Swain, Joseph. The crisis in the schools. Nation, 107: 246-48, September 7, 1918.
Discusses "the threatened collapse of the teaching profession," owing to war conditions. A plea for better salaries and better living conditions for teachers.
1399. Van Hise, Charles R. The war work of the University of Wisconsin. American review of reviews, 58: 67-69, July 1918.
Describes the various war activities of the university in an illustrated article.
1400. Whiting, Isabel Kimball. Keeping school without fire. School and society, 8: 245-49, August 31, 1918.
Shows how the teachers and pupils might have been kept together during coal shortage last winter by planning trips to history museums, public libraries, etc., when it was necessary to close the schools.

EDUCATIONAL THEORY AND PRACTICE.

1401. Richmond, Kenneth. Education for liberty. London, W. Collins sons & co. ltd. [1918] 253 p. 12°.
Author defines education for liberty as education in fellowship, meaning by the latter a unity of spirit in a diversity of minds. This can be attained only by teaching that all knowledge is one. With no conception of the unity of knowledge there is no fellowship in knowledge, and no liberty in thought.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1402. Berliner, Anna. Aesthetic judgments of school children. Journal of applied psychology, 2: 220-42, September, 1918.
An endeavor to find how various groups of children would rank a series of picture cards according to the aesthetic value of the pictures. Experiment made in Hebrew orphan asylum, New York city.
1403. Norsworthy, Naomi, and Whitley, Mary Theodora. The psychology of childhood. New York. The Macmillan company, 1918. xix, 375 p. 8°.
(Brief course series in education, ed. by P. Monroe)
1404. Swift, Edgar James. Psychology and the day's work; a study in the application of psychology to daily life. New York, Charles Scribner's sons, 1918. 388 p. 8°.
CONTENTS.—1. Organisation for mental efficiency.—2. Thinking and acting.—3. Habit in preparation for efficiency.—4. The psychology of learning.—5. Fatigue and its psychology.—6. Curiosities of memory.—7. Memory and its improvement.—8. The psychology of testimony and rumor.—9. Our varying selves.—10. Psychology of digestion.
This book undertakes to interpret a few of the personal experiences of daily life. For this purpose, the writer has tried to select types of conduct, as well as phases and causes of behavior, that are fundamental to thinking and acting, whether in the life of social intercourse or in the business and professional world.

EDUCATIONAL TESTS AND MEASUREMENTS.

1405. Beeley, Arthur Lawton. An experimental study in left-handedness, with practical suggestions for schoolroom tests. Chicago, Ill., The University of Chicago press [1918] viii, 74 p. illus., tables. 8°. (Supplementary educational monographs pub. in conjunction with the School review and the Elementary school journal, vol. II, no. 2, whole no. 8)

1406. Brandenburg, George C. Psychological aspects of language. *Journal of educational psychology*, 9: 313-32, June, 1918.
 "A contribution to the question of the relation of language to general intelligence. On the basis of an extensive vocabulary test given to more than 1,700 pupils in grades III to XII the author discusses the relation of vocabulary to school grades, to standing in various school subjects, and to general intelligence as determined by the Binet and other tests."
1407. Connecticut school superintendents' association. Committee on standard tests and measurements. Report. Hartford, Conn., State board of education [1918] 10 p. 8° (State board of education Connecticut bulletin 75. Series 1917-18)
 Committee: Ernest C. Witham, Carlton E. Wheeler.
1408. Cornell, C. B. A graduated scale for determining mental age. *Kentucky high school quarterly*, 4: 3-39, July, 1918.
 Bibliography: p. 37-39.
 Results of an attempt by the author to find a satisfactory scale for mental measurement to be used in the public schools.
1409. Hubbard, O. S. Some individual differences among the pupils of two fifth-grade classes. *Educational administration and supervision*, 4: 245-60, May, 1918.
 Results of some tests given in the schools of Alameda, California.
1410. McCall, W. A. and Johnson, Abigail E. A comparison of open-air with indoor classes. *Teachers college record*, 19: 352-68, September, 1918.
 In conclusion says that the open-air groups combined made greater progress in the tested functions than did the indoor groups.
1411. Monroe, Walter S. Monroe's standardized silent reading tests. *Journal of educational psychology*, 9: 303-12, June, 1918.
 "The Kansas silent reading tests have been criticized because many of the tests resembled arithmetical puzzles rather than ordinary reading material. Dr. Monroe has revised the tests, using material from school readers; has standardized them on a large number of pupils, and has selected samples whose comprehension values are fairly uniform."
1412. Murdock, Katherine. Rate of improvement of the feeble-minded as shown by standardized educational tests. *Journal of applied psychology*, 2: 243-49, September, 1918.
 An attempt "to compare the rate of progress made by feeble-minded children, with that of normal children, of the same mental age in elementary subjects."
1413. Otis, Arthur S. An absolute point scale for the group measurements of intelligence. Part I-II. *Journal of educational psychology*, 9: 239-61, 333-48, May, June, 1918.
1414. Pintner, Rudolf. The measurement of progress in language ability. *Journal of educational psychology*, 9: 270-77, May, 1918.
1415. Pressey, S. L. and Pressey, L. W. A group point scale for measuring general intelligence, with the first results from 1,100 school children. *Journal of applied psychology*, 2: 250-69, September, 1918.
 Describes origin and plan of the scale; the tests; and validation of the scale. Study of Indian school children.
1416. [Prout, F. J.] Handwriting measurements, standards and methods. Report and results of Chillicothe, Ohio, surveys in writing. [Columbus, O., Zaner & Bloser, 1917?] 16 p. diagrs. 8°.

SPECIAL METHODS OF INSTRUCTION.

1417. Kilpatrick, William H. The project method. *Teachers college record*, 19: 319-35, September, 1918.

SPECIAL SUBJECTS OF CURRICULUM.

1418. Alexander, Hartley B. "Enemy language." *Midwest quarterly*, 5: 95-109, January, 1918.
A judicial discussion of the German language question in our schools.
1419. Blanchard, Milton E. The need to define anew the values of Latin. *School and society*, 8: 215-20, August 24, 1918.
Read before the Classical association of the Pacific states meeting with the National education association at Portland, Oregon, July 11, 1917.
1420. Chamberlain, James F. Essentials in geography. *School and society*, 8: 220-25, August 24, 1918.
The purpose of the study of geography, its content and limitations.
1421. Gathany, J. Madison. Tying history to life. *Outlook*, 120: 58-64, September 11, 1918.
Motivation in the study of history. Lays emphasis on the study of current history.
1422. Palmer, Gladys F. Outline study of a short course in domestic science. *Education*, 39: 22-35, September, 1918.
Course given by teachers of domestic science in the High school of commerce, Springfield, Mass., last year.
1423. Perrotin, Léo. L'éducation littéraire d'après Stendhal. *Revue universelle*, 27: 36-47, June, 1918.
Discusses the educational views expressed in the correspondence of Stendhal, in which he recommended the study of the French classics to his sister and others.
1424. Progressive requirements in American history for junior and senior high schools. *School review*, 26: 478-89, September, 1918.
Report of a committee to the Department of history and other social studies of Academies and high schools in relation with the University of Chicago, May 10, 1918. E. M. Tryon, chairman.
The following topics are treated: 1. General organization of the field of American history for teaching purposes; 2. Maps to make; 3. Dates—events to know and remember; 4. Personages to know and identify; 5. Topics with which students should be familiar on completing the course; 6. General method of procedure.
1425. Barton, George. The teaching of the history of science. *Scientific monthly*, 7: 193-211, September, 1918.
Discussed under the following headings: Teaching of historical facts, Teaching of scientific facts, Equipment, Typical program, etc.
1426. Silverman, Alexander. A survey of high-school chemistry in Pennsylvania. *Science*, n. s. 48: 179-82, August 23, 1918.
Results of a questionnaire sent out for the purpose of establishing a relationship between high-school and college chemistry.
1427. Southard, E. E. Mental hygiene and social work: notes on a course in social psychiatry for social workers. *Mental hygiene*, 2: 388-406, July, 1918.
A plea for the study of mental hygiene, and the training of experts. Gives brief suggestions as to the desirable content of courses for psychiatric social workers of value in war time and after.
1428. Thoughts of a teacher of German. *Atlantic monthly*, 122: 872-76, September, 1918.
The writer, a college professor of German, built up his department so that it became the strongest in the institution. He loved the subject for its own sake. The article narrates how the present changed conditions in German teaching came about. German as a favorite study, as a foster tongue to be affectionately cultivated, is now no more.

1429. **Tupper, Frederick.** The awful German language. *Nation*, 107: 248-50, September 7, 1918.

A plea for the study of German language. Quotes opinions expressed in publications of the Federal Bureau of education, etc.

KINDERGARTEN AND PRIMARY SCHOOL.

1430. **Neumann, Henry.** What can the kindergarten do for democracy? Kindergarten and first grade, 3: 269-73, September, 1918.
Address given before the International kindergarten union, Chicago, Ill.
1431. **Zanzi, Carlo.** Le case dei Bambini della Montessori. *Rivista pedagogica*, 11: 157-82, March-April, 1918.
Concluded from preceding issue.

RURAL EDUCATION.

1432. **Burkholder, A. C.** The rural schools of Hays County, Texas. [San Marcos, Texas, Southwest Texas state normal college] 1918. 35 p. illus., diags. 8°. (*On cover:* The normal school bulletin, vol. 7, no. 2, February, 1918.)
1433. **Galpin, Charles Josiah.** Rural life. New York, The Century co., 1918. xvii, 386 p. illus. 8°.
CONTENTS.—1. Physical influences.—2. Psychology of farm life.—3. The social problem.—4. Structure of rural society.—5. Social rôle of the housewife.—6. Social rôle of the child.—7.—Rural relations of high schools.—8. Rural social centers.—9. Country clubs.—10. Country fêtes.—11. Farmers' churches.—12. Timely surveys.—13. Legislation.—14. Study problems.
1434. **Sargent, C. G.** Rural school improvement in Colorado. Fort Collins, Colo., Colorado agricultural college [1918] 62 p. illus. 8°. (*On cover:* Colorado agricultural college bulletin, series XVII, no. 9, July, 1918)

SECONDARY EDUCATION.

1435. **Brelet, Henri.** L'enseignement secondaire—ce qu'il doit être. II-III. Plan d'études de l'enseignement secondaire. *Revue internationale de Penseignement*, 38: 189-215, 271-84, May-June, July-August 1918.
First article in the series appeared in the *Revue internationale* for September-October 1917.
1436. **Dahl, John L.** Raising the standards of scholarship in our secondary schools. *Journal of education*, 88: 202-3, September 5, 1918.
1437. **Hillegas, Milo B.** The organization of junior high schools in small communities. *Teachers college, record*, 19: 336-44, September 1918.
Shows how the junior high school meets the demands of the smaller communities of Vermont.
1438. **Smith, Lewis Wilbur.** Illinois high schools; their organization, maintenance, administration, and instruction with particular reference to the township high school. Issued by Francis G. Blair, superintendent of public instruction. [Springfield, Ill., Illinois state journal co., state printers, 1917] 291 p., front (port) tables, diags. 8°.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1439. **Boston.** School committee. A plan for the promotion of teachers from merit lists. March 1918. Boston, Printing department, 1918. 63 p. diags., tables. 8°. (School document no. 2, 1918. Bulletin no. xiv of the Department of educational investigation and measurement)

1440. **Caulley, Maurice.** Les professeurs dans les universités américaines. *Revue internationale de l'enseignement*, 38: 124-34, March-April 1918.
A chapter from the author's recent book entitled *Les universités et la vie scientifique aux États-unis*. The article deals with the status, salaries, etc., of American college professors.
1441. **Fairfax, John.** College teachers' salaries. *Education*, 39: 36-45, September 1918.
Statistics based on Bureau of education bulletins and data compiled by teachers in different states, etc., comparing salaries paid to college teachers with wages received by skilled artisans. A plea for better salaries.
1442. **Landsittel, F. C.** A score card method of teacher-rating. *Educational administration and supervision*, 4: 297-309, June 1918.
Bibliography: p. 309.
1443. **National education association.** Dept. of normal schools. Committee on resolutions and restatement of the declaration of principles. A conscious program for the normal schools and teachers' colleges of America. Report . . . adopted unanimously at Pittsburgh July 3, 1918. [Greeley, Colo., 1918] 16 [1] p. 8°. (On cover: Colorado state teachers bulletin, series xviii, no. 8, June 1918)
Committee: George S. Dick, Charles B. McKenny, J. G. Crabbe.
1444. **Rider, Linda.** The emancipation of the woman teacher. *Education*, 39: 46-54, September 1918.
1445. **Somers, Arthur S.** The teachers' call to wider service. *School*, 29: 492-93, August 8, 1918.
Address to the graduating class of the Brooklyn training school.
1446. **Wilkinson, William A.** Functions and organization of practice teaching in state normal schools. *Educational administration and supervision*, 4: 239-66, June, 1918.
"An attempt to point out the part that practice teaching should play and to outline a method of conducting it to the end that it may be most serviceable as a teacher-training agency."
1447. **Young, Stark.** The return of the teacher. *Nation*, 107: 251-53, September 7, 1918.
Says that the great teacher is one who sets free the particular genius of each spirit that works with him.

HIGHER EDUCATION.

1448. **Archer, E. L.** The passman; how are our universities to train citizens? London, A. & C. Black, Ltd., 1918. xiv, 187 p. 12°.
This book urges that the British universities forthwith assume the task of training leaders of men well fitted in mind and heart to take the conduct of the social reorganization which is to follow the war. Methods of training are discussed.
1449. **Bumpus, Herman C.** Broadening without lowering college entrance requirements. *Journal of education*, 88: 172-74, August 29, 1918.
1450. **Quinn, Arthur Hobson.** College and business efficiency. *Scribner's magazine*, 64: 291-94, September 1918.
By the dean of the college, University of Pennsylvania. Compares the college with business, and asserts that the college is more efficient than business even when judged by the standard of the latter. In the supreme test the American college has proven for all time its efficiency as the producer of men.
1451. **Rey, Abel.** Les relations universitaires franco-suisse. *Revue internationale de l'enseignement*, 38: 19-31, January-February 1918.

SCHOOL ADMINISTRATION.

1452. **Byrne, Lee.** An analysis of the cost of education in Mobile. Educational exchange, 33: 8-16, September; 10-19, October, 1918.
A detailed analysis of the cost of public education in Mobile, Alabama. The system of classification of expenditures and the standards of support for different activities in one of the larger cities of Alabama.
1453. **Charters, W. W.** The administration of methods of teaching. Educational administration and supervision, 4: 237-44, May, 1918.
The collection and dissemination of specific devices in teaching for aiding teachers in overcoming their difficulties.
1454. **Hunter, Fred M.** The superintendent as a leader in interpreting the curriculum. Educational administration and supervision, 4: 271-80, May, 1918.
Read at the Atlantic City meeting, February 28, 1918, of the Department of Superintendence, National education association.
Speaks of the need of intelligent leadership of public opinion. Says that the superintendent should interpret the curriculum to the teachers and members of his force and that the marked changes developing in the present school system should be fostered by an intelligently educated public sentiment.
1455. **Knight, F. B.** Studies in supervision. American school board journal, 57: 33-34, September, 1918.
Intensive supervision of spelling instruction.
1456. **Krebs, Henry C.** Helping teachers a new institution. Journal of education, 88: 237, 242, September 12, 1918.
The measure adopted by the State department of education of New Jersey providing for helping teachers in every county having unsupervised teachers.
1457. **Rossman, John G.** The best school in the state. Arkansas teacher, 6: 8-11, September, 1918.
The necessity for uniform records and reports in order that the efficiency of school systems may be determined.
1458. **Sheldon, E. E.** Educational efficiency. Industrial-arts magazine, 7: 214-18, June, 1918.
Claims that in industry, definite ideals, reliable, immediate and accurate records, and standards of time, instruction, conditions and operation, with suitable rewards for high efficiency are some of the principles that are producing satisfactory results. Thinks that these principles of efficiency, if applied to some of the educational problems, would produce marked changes in the quality and quantity of the work.
1459. **Storer, James.** Uniformity in school accounting. American school board journal, 57: 31-32, September, 1918.
Presented at the meeting of the Department of school administration, National education association, Pittsburgh, Pa., July 3, 1918.
1460. **Talbert, Wilford E.** Should school expenditures be limited? American school board journal, 57: 23-25, 74, September, 1918.
Discusses some limits proposed for regulating school expenditures and some ideal limits.
1461. **Thomas, R. H.** Fire insurance. American school board journal, 57: 35-37, September, 1918.
Address delivered before the Association of school accounting officers, Rochester, May 16, 1918.
Advocates, instead of fire insurance, that school authorities provide fire prevention apparatus, select fire resisting materials for building construction, establish by taxation or otherwise an instantly available interest-bearing fund sufficient in amount to really indemnify, and thereafter carry their own school risks.

SCHOOL MANAGEMENT.

1462. **Harris, G. L.** Supervised study in the University of Chicago high school. School review, 26: 490-510, September, 1918.
Methods of supervision described; study-class coordination; class attendance, etc. Work in mathematics emphasized.
Paper read before the mathematics' section of the 1918 Conference of secondary schools affiliated with the University of Chicago.
1463. **Waits, H. E.** Saving time for instruction. School news and practical educator, 32: 2-3, September, 1918.
Making the school a good machine by saving time in the mechanical operations that are necessary in school work.

SCHOOL HYGIENE AND SANITATION.

1464. **Broadhurst, Jean.** Home and community hygiene; a text-book of personal and public health. Philadelphia and London, J. B. Lippincott company [1918] xiii, 428 p. illus. 8°. (Lippincott's home manuals, ed. by B. R. Andrews)
A book intended specially for the student of household administration, and the student of nursing, but which appeals also to the general reader. Among the chapter headings are the following: Schools, p. 255-72; Mental hygiene, p. 320-27; Health education, p. 366-74.

PHYSICAL TRAINING.

1465. **Briggs, Le Baron B.** Intercollegiate athletics and the war. Atlantic monthly, 122: 303-9, September, 1918.
Says that in the present crisis intercollegiate athletics, like America, will stand or fall according as they choose between luxury and simplicity, trickery and integrity, the senses and the spirit.
1466. **Hilderbrant, Edith L.** The educative value of physical education. Education, 39: 1-10, September, 1918.
1467. **Pagliani, Luigi.** Urgenti riforme nell' insegnamento dell' educazione fisica nelle scuole magistrali. Nuova antologia, 195: 279-87, June 1, 1918.
1468. **Small, W. S.** Physical education in the high school in the present emergency. School and society, 8: 282-85, September 7, 1918.
Address before the Department of secondary education, National education association, July 2, 1918.
Gives a program for physical education in the high schools.
1469. **Y. M. C. A.** Physical directors' society. [Conference held Springfield, Mass., June, 1918.] Physical training, 15: 337-466, June, 1918.
Contains: 1. M. I. Foss: The physical directorship as a life calling, p. 405-17. 2. J. F. Enberg: Physical training in Denmark, p. 421-29. 3. T. A. Storey: State legislation for physical training, p. 430-46. 4. W. S. Small: Federal legislation for physical training, p. 447-52.

SOCIAL ASPECTS OF EDUCATION.

1470. **Leo, Brother.** The outside-of-school environment. Catholic school journal, 18: 155-56, September, 1918.
Deals particularly with the effect of environment on the English of school children.
1471. **Bobb, Samuel J.** Education. Give him a chance. America, 19: 535-36, September 7, 1918.
Blames parents for the present-day lack of appreciation of mental training. Condemns the practice of leaving the choice of remaining in school to the immature judgment of a youth of fourteen.

1472. Toops, Herbert A., and Pintner, Rudolf. Variability of the education of unemployed men. *Journal of applied psychology*, 2: 207-18, September, 1918.

Shows that education, wages, and industrial success depend in a large degree upon intellectual ability of the man.

CHILD WELFARE.

1473. American association for the study and prevention of infant mortality. Transactions of the eighth annual meeting, Richmond, October 15-17, 1917. Baltimore, Press of Franklin printing company, 1918. 4 pts. 8°. (Gertrude B. Knipp, secretary, 1211 Cathedral St., Baltimore, Md.)

Contains: pt. II.—1. Alice Ravenhill: The education of college and university women for giving instruction in the care of infants, children, and mothers, p. 163-70. 2. Mary H. Mayer: Extension courses in public schools for adult women in the care and feeding of children, p. 171-74; Discussion, p. 174-81.

MORAL AND RELIGIOUS EDUCATION.

1474. Community schools for the training of religious leaders. Bulletin issued at Boston by Joint committee of Massachusetts council of religious education and Committee on education of the Massachusetts Sunday school association. August, 1918. 20 p. 8°.

Joint committee's educational director: George A. Goodridge, 72 Mt. Vernon Street, Boston, Mass.

1475. Engleman, J. O. Moral education in school and home. Chicago, New York [etc.] B. H. Sanborn & co., 1918. xiv, 314 p. 12°.

MANUAL AND VOCATIONAL TRAINING.

1476. Bryan, William Lowe. The trap. *Michigan alumnus*, 24: 588-88, August, 1918.

Address made at the commencement exercises of the University of Michigan.

Speaks of the danger of vocational education leading a boy into an occupational trap. A defense for the study of the liberal arts that we may be kept young and plastic and able to escape the traps that lie in wait for us.

1477. Buchanan, J. Y. Drawing and manual training in Punjab schools. Calcutta, Superintendent printing, India, 1918. 24 p. plates, diagra. 8°. (India. Bureau of education. Pamphlet no. 1.)

1478. Massey, Robert. Pre-vocational education. *School (Toronto)* 7: 43-48, September, 1918.

An account of the work of the Victoria pre-vocational school of Calgary, Canada, by its principal.

1479. Munroe, James Phinney. Readjustment of the school from the viewpoint of the manufacturer. *Journal of education*, 88: 199-201, September 5, 1918.

Address at the Pittsburgh meeting of the National education association.

What the manufacturers are going to demand of the schools and methods of cooperation between schools and industry.

1480. Prosser, C. A. War work in vocational education. *Annals of the American academy of political and social science*, 79: 263-70, September, 1918.

Describes projected activities of the Federal board for vocational education.

1481. Snedden, David. The birth and childhood of vocational education with a forecast of its development during adolescence. *Educational administration and supervision*, 4: 261-70, May, 1918.

Address before the Department of rural and agricultural education of the National education association, Pittsburgh, July 4, 1918.

VOCATIONAL GUIDANCE.

1482. Towne, Harriet E. Some phases of vocational guidance work in the Lincoln public schools. *Nebraska teachers*, 21: 27-31, September, 1918.
Speaks particularly of the Junior civic league activities.

AGRICULTURAL EDUCATION.

1483. Houston, David F. The American system of agricultural education and research and its rôle in helping to win the war. *Science*, n. s., 48: 280-62, September 13, 1918.
Reprinted from *Weekly news letter*, Department of agriculture.

PROFESSIONAL EDUCATION.

1484. Conference of theological schools. Harvard university, August 13-16, 1918. [Proceedings] Harvard conference a milestone in Christian unity. *Christian register* (Boston) 97: 801-9, August 22, 1918.
This conference considered the problems of religion arising out of the war, especially the provision of an adequate supply of trained men for the ministry.
1485. Howe, Eugene C. Professional instruction in public health in the United States and Canada. *American journal of public health*, 8: 600-607, August, 1918.
Gives admission requirements, length of course, curriculum, etc., of special professional schools of public health.
1486. Talbot, Eugene S. Conservation of time in teaching dental students. *Dental cosmos*, 60: 772-74, September, 1918.
Proposes that dental schools follow the example of medical schools by adopting a 3 or 2 term yearly course, thereby curtailing the time of the students. Says that by this method a year and perhaps more time could be saved.
1487. The Vassar nursing-preparatory course: a new experiment in nursing education. *American journal of nursing*, 18: 1155-59, September, 1918.
An account of the nursing battalion of 430 graduates from 115 American colleges, gathered for professional training at Vassar college in 1918.

CIVIC EDUCATION.

1488. Ellerbe, Paul L. Education for citizenship. *Outlook*, 120: 64-66, September 11, 1918.
1489. Judd, Charles H. The teaching of civics. *School review*, 26: 511-32, September, 1918.
Address before the High-school conference of the University of Chicago, April 9, 1918.
Says that "civics and school work should be connected, not incidentally and at a few points, but fundamentally and throughout the school curriculum."
1490. A new educational venture. *Nation*, 107: 264-67, September 7, 1918.
An account of a novel type of school, for men and women, designed to collect and disseminate information about political, social and industrial conditions bearing on social and economic readjustment. Comments by Jacques Loeb, Ernst Freund, Carl Becker, Alexander Meiklejohn, and E. M. Friedman.
1491. Oursler, Charles E. What father teaches. *American motherhood*, 47: 156-59, September, 1918.
What fathers should teach their boys and girls about politics.
1492. Prosser, C. A. Training for citizenship through service. *School and society*, 8: 271-82, September 7, 1918.
Address before the Conference of state executives and directors of vocational education, Washington, July 13, 1918.
Concludes with a few suggestions regarding the scope of a plan of universal service for national well-being and security.

1493. Thomas, Calvin. Making the melting-pot melt. Columbia university quarterly, 20: 214-24, July, 1918.
The training in patriotism at school and the Americanisation of the adult immigrant.
1494. Turkington, Grace A. My country; a textbook in civics and patriotism for young Americans. Boston, New York [etc.] Ginn and company [1918] 394 p. illus. 12°.

AMERICANIZATION OF IMMIGRANTS.

1495. Krysto, Christina. Bringing the world to our foreign-language soldiers. National geographic magazine, 34: 82-90, August, 1918. illus.
How a military training camp is solving a seemingly unsurmountable problem by using the Geographic.
The education of foreign-language soldiers at Camp Kearny, California.
1496. Paull, Charles H. Americanization; a discussion of present conditions with recommendations for the teaching of non-Americans. [Syracuse, N. Y., The Solvay process co. printing department] 1918. 87 p. 12°.
This report of a survey undertaken for the Solvay process company of Syracuse in 1917 aims to show (1) existing conditions, not only within the industry but in connection with all other agencies in Americanisation work, (2) to show the relative merits of aims and methods at present in use; (3) to deduce certain fundamentals of education for non-Americans which will be of particular value in Solvay.

REEDUCATION OF WAR INVALIDS.

1497. American journal of care for cripples, vol. 6, no. 1, March, 1918.
Contains: 1. H. E. Meek: Human conservation and reclamation, p. 5-10. 2. D. C. McMurtrie: The Red cross institute for crippled and disabled men; an American school of reeducation, p. 17-26. 3. J. P. Munroe: The war's crippled; how they may be made assets both to themselves and to society, p. 27-32. 4. The care and training of blinded soldiers and sailors; the work of St. Dunstan's hostel, Regent's Park, London, England, p. 41-46. 5. J. C. Faries: The development in England of a state system for the care of the disabled soldier, p. 99-114. 6. J. C. Faries: Training in English technical schools for disabled soldiers, p. 115-24. 7. Gustave Hirschfeld: Tourville; a trade school for war cripples, p. 125-35. 8. J. Brouil: The vocational school for disabled soldiers at Rouen, France, p. 136-44. 9. D. C. McMurtrie: A bibliography of the war cripple, p. 158-96.
1498. Blake, Clarence J. Speech-reading for the war deaf. Volta review, 20: 557-60, September, 1918.
Rehabilitation of deaf soldiers.
1499. Canada. Parliament. House of commons. Special committee on returned soldiers. Returned soldiers; proceedings of the special committee appointed to consider, inquire into and report upon the reception, treatment, care, training, and reeducation of the wounded, disabled and convalescent who have served in the Canadian expeditionary forces, and the provision of employment for those who have been honourably discharged, and the training and reeducation of those so discharged who are unable to engage in their former occupation. Comprising the evidence taken and statements submitted in connection therewith, February 7th to July 17th, 1917. Ottawa, J. de L. Taché, 1917. xxxviii, 1262 p. plates, fold. form. 4°.
Includes the reports and proceedings of a committee composed of nine members of the House of commons and called the Special committee of the House of commons on returned soldiers.
Sir Herbert Ames, chairman.

1500. Goodnow, Minnie. The nurse's part in the soldier's reeducation. Trained nurse and hospital review, 61: 138-42, September, 1918.
1501. Greener, George C. Some aspects of rehabilitation work for disabled soldiers. Industrial-arts magazine, 7: 325-30, September, 1918. illus.
1502. Harper, Grace S. Vocational reeducation for war cripples in France. New York city, The Red cross institute for crippled and disabled men, 1918. 98 p. plates. 8°. (Publications of the Red cross institute for crippled and disabled men, ed. by D. C. McMurtrie. Series 2, no. 1)
1503. Harris, Garrard. Gardening for reeducating disabled soldiers. Garden magazine, 28: 45-46, September, 1918. illus.
Curative value of the work amply demonstrated in European hospitals and reconstruction centers—plans comprehensive developing for over here.
1504. Lakeman, Curtis E. The after-care of our disabled soldiers and sailors. Annals of the American academy of political and social science, 79: 114-29, September, 1918.
1505. Making the maimed whole. What our wounded soldiers can learn from disabled men who have been educated for efficiency. Outlook, 120: 54-57, September, 1918.
A symposium on the rehabilitation of wounded soldiers.
1506. Red cross institute for crippled and disabled men. Publications. Series 1, no. 12-15. New York city, The Red cross institute for crippled and disabled men, 1918. 4v. 4°.
 - 12. Ruth Underhill: Provision for war cripples in Italy. 18 p.
 - 13. Ruth Underhill: Provision for war cripples in Germany. 45 p.
 - 14. Gladys Gladding Whiteside: Provision for vocational reeducation of disabled soldiers in France. 29 p.
 - 15. Gladys Gladding Whiteside: Provision for the reeducation of Belgian war cripples. 11 p.
1507. Stern, Rose Goldsmith. Our deafened soldiers; a problem of the near future. Survey, 40: 627-30, September 7, 1918.

EDUCATION OF WOMEN.

1508. Davis, Katherine B. Women's education in social hygiene. Annals of the American academy of political and social science, 79: 167-77, September, 1918.
Work of the section on women's work of the social hygiene division of the Commission on training camp activities.
1509. Wallich, V. L'éducation par l'université. Revue universitaire, 27: 20-31, June, 1918.
An address to the students of the normal school for women at Sevres. The speaker shows how French women may promote a form of education which will arrest the progress of depopulation in France.

NEGRO EDUCATION.

1510. Oldham, J. H. Hollis B. Frissell and Hampton. Constructive quarterly, 6: 569-76, September, 1918.
1511. University commission on southern race questions. Minutes [1912-17] [n. p., 1918?] 75 p. plates, ports. 8°.

Secretary of commission: W. M. Hunley, Box 722, Lexington, Va.

EXCEPTIONAL CHILDREN.

1512. Andrews, Harriet U. A little cruise among the deaf. Boston and elsewhere. Volta review, 20: 563-68, September, 1918.
Second paper of series. Running comments on schools and teachers of the deaf.

1513. **Drummond, Margaret.** Number teaching. Child (London) 8: 509-16, August, 1918.
Lays emphasis on teaching numbers to backward children.

EDUCATION EXTENSION.

1514. **Cary, Elisabeth L.** The Metropolitan museum and education. American magazine of art, 9: 435-37, September, 1918.

LIBRARIES AND READING.

1515. **Berkey, J. M.** Correlation between libraries and schools. Pittsburgh school bulletin, 12: 331-37, 369-77, September, October, 1918.
Address before the Carnegie library school, February 23, 1918.
1516. **Hall, Mary E.** War service of high school libraries. Library journal, 43: 708-14, September, 1918.
Compiled by Miss Hall from material sent by fellow members of the committee on high-school libraries for the library department of the National education association, 1918.
1517. **Hitt, Eleanor.** Library service for the child of elementary school age. Western journal of education, 24: 3-4, August, 1918.
Written from the standpoint of the librarian.
1518. **Lewis, William Draper.** Instruction in literature. Pennsylvania school journal, 67: 66-70, August, 1918.
Deals particularly with the establishment of reading habits among children.
1519. **Standard library organization and equipment for accredited secondary schools of different sizes.** North central association of colleges and secondary schools, [Chicago? 1918] 43 p. 8°.
This report was adopted by the North central association of colleges and secondary schools at its Chicago meeting, March 21-24, 1918; also by the National education association, at Pittsburgh, July, 1918. It was prepared for the Commission on unit courses and curricula by C. C. Certain, Cass technical high school, Detroit, Mich., as chairman of Committee on library organization and equipment.
Reviewed by Mary E. Hall and Mabel Williams in Library journal, September, 1918, p. 680-82.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1520. **Americanization bulletin, vol. 1, no. 1, September 15, 1918.** Probably twice a month.
1521. **Lessons in community and national life. Series B, for the first class of the high school and the upper grades of the elementary school.** Washington, 1918. 264 p.
1522. **Lessons in community and national life. Series C, for the intermediate grades of the elementary school.** Washington, 1918. 264 p.
1523. **Liberty day, October 12, 1918. Suggestions for community celebrations, by Henry E. Jackson and Clara L. Van Slyck.** Washington, 1918. 31 p.
1524. **Scieny teaching in secondary schools in the war emergency.** Washington, 1918. 19 p. (Secondary school circular no. 3, September, 1918.)
1525. **Suggestions for a program for fire prevention day. Prepared for the Bureau of Education by the national board of fire underwriters. Designed for use in schoolrooms upon Friday, November 1, 1918. 12 p. (Teachers' leaflet no. 6, October, 1918.)**







DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1918, No. 39

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

NOVEMBER, 1918



WASHINGTON
GOVERNMENT PRINTING OFFICE
1918

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Education and the war—Educational theory and practice—Educational psychology: Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—Home economics—Commercial education—Civic education—Military training—Reeducation of war invalids—Negro education—Education of blind and deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1526. College art association of America. Bulletin, No. 4, September 1918. 157 p. plates. 8". (John Shapley, secretary, Brown University, Providence, R. I.)

Contains: 1. John Pickard: Art's counter offensive, p. 19-24. 2. Duncan Phillips: Art and war, p. 24-37. 3. E. R. Bossange: Technical and general education in the arts, p. 48-58. 4. B. M. Godwin: Preparation of the child for a college course in art, p. 61-69. 5. J. C. Dana: The value of the study of art in our institutions of higher education, p. 69-83. 6. Walter Sargent: The value of art education in colleges, p. 83-88. 7. Lloyd Warren: Taste: its awakening and development, p. 88-94. 8. Edward Robinson: Value of the study of art to the students in colleges and universities, p. 95-102. 9. S. P. Capen: The value of art in a college course, p. 103-110. 10. Alice V. V. Brown: Standardization of art courses, p. 110-114. 11. A. W. Dow: A course in fine arts for candidates for the higher degrees, p. 114-18. 12. E. W. Forbes: The art museum and the teaching of the fine arts, p. 120-29. 13. R. A. Cram: The place of the fine arts in higher education, p. 129-35.

1527. Illinois state teachers' association. Journal of proceedings of the sixty-fourth annual meeting . . . held at Springfield, Ill., December 27-29, 1917. Springfield, Ill., Illinois state journal co., 1918. 200 p. 8°. (Robert C. Moore, secretary, Carlinville, Ill.)

Contains: 1. E. C. Perisho: The school and the state, p. 78-76. 2. F. G. Blair: Governor Coles' contribution to freedom and education in Illinois, p. 76-88. 3. Jeannett Bates: The child labor law, p. 96-101. 4. R. S. Jones: The administration of child labor laws, p. 101-104. 5. H. T. McCrea: Are county institutes meeting the needs of the teachers? p. 104-108. 6. W. W. Charters: Systematic topics, multi-problems and projects, p. 109-14. 7. R. O. Stoops: The use of score cards for judging text books, p. 114-19. 8. Fiske Allen: The training of teachers in service, p. 119-24. 9. I. M. Allen: Dr. Johnston's philosophy of education, p. 126-33. 10. E. S. Jones: Some things to do in community civics, p. 138-41. 11. S. G. Harrod: Responsibility of the college for the preparation of high school teachers, p. 147-54.

1528. National conference committee on standards of colleges and secondary schools. Minutes of the eleventh conference, held at New York, N. Y., March 1, 1918. 20 p. 8°. (F. W. Nicolson, secretary, Wesleyan university, Middletown, Conn.)

Contains: 1. B. E. Young: The abolition of German in the secondary schools, p. 4-7. 2. Definition of educational terms, p. 9-10. 3. Wilson Farrand: Marking systems in secondary schools, p. 12-16. 4. F. W. Nicolson: Academic credit for national service, p. 17-20.

1529. North central association of colleges and secondary schools. Proceedings of the twenty-third annual meeting . . . March 21, 22 and 23, 1918, Hotel La Salle, Chicago, Ill. Pub. by the Association, 1918. 163 p. 8°. (Henry E. Brown, secretary, Kenilworth, Ill.)

Contains: 1. J. H. Newlon: The need of national standards of high school administration, p. 17-22. 2. P. W. L. Cox: Junior high schools—Recommendations of the Commission on unit courses and curricula, p. 22-27. 3. J. E. Stout: Report of Commission on unit courses and curricula, p. 27-32. 4. C. C. Certain: High school library standards, p. 33-77. 5. K. C. Babcock: Methods now being employed by the Commission on institutions of higher education in standardizing colleges, p. 82-92. 6. Commission on institutions of higher education: Standards of accrediting institutions, 1918, p. 92-103. 7. T. F. Holgate: President's address, p. 105-15. 8. D. R. Forgan: The relation of finance to the war, p. 115-25. 9. W. A. Jessup: The war in its relation to the schools, p. 126-32. 10. C. O. Davis: Report of Commission on secondary schools—Directory, etc., [88] p. fol. p. 140.

1530. Pennsylvania. University. Schoolmen's week proceedings, April 11-13, 1918. Philadelphia, Pa. Pub. by the University. 362 p. 8°. (University bulletins, 18th ser., no. 5, pt. 3, June 1918)

Contains: 1. A. D. Yocum: General education as a factor in democracy, p. 25-40. 2. C. H. Judd: Educational measurements—their benefits to teachers and to laymen, p. 40-50. 3. Payson Smith: Uniformity in education—a protest, p. 50-52. 4. G. A. Mirick: Supervision of instruction in city and rural schools, p. 55-58; Discussion, p. 58-61. 5. Harlan Updegraff: Teachers' salaries and the increasing cost of living, p. 61-74. 6. C. C. Green: Economy through cost accounting, p. 74-81. 7. H. O. Dietrich: A comparative study of child progress, p. 82-86. 8. Harlan Updegraff and L. A. King: Report on cooperative work in educational measurements, p. 88-111. 9. Thomas Francis: Measuring the fundamental operations of arithmetic in the Scranton schools, p. 114-22. 10. P. A. Boyer: The Courtis tests in arithmetic, in a group of Philadelphia schools, p. 122-31. 11. J. M. Fisher: A study of individual pupils with the aid of Courtis tests in arithmetic, p. 131-37. 12. Katherine E. Moran: The use of Courtis tests in silent reading, p. 137-42. 13. C. H. Judd: Measurement of reading, p. 142-50. 14. E. L. Bowman: Prevocational education in Erie, p. 150-56. 15. W. C. Ash: The work of the Philadelphia evening trades schools, p. 159-66. 16. A. F. Payne: Industrial education for conscripted men, p. 166-69. 17. Ernest Burnham: The preparation of rural teachers, p. 169-85; Discussion, p. 185-88. 18. G. A. Mirick: Supervision of rural schools, p. 188-89;

Discussion, p. 189-98. 19. N. C. Schaeffer: The schools and the war, p. 193-95. 20. G. W. Wheeler: School credit for farm work, p. 196-202. 21. C. W. Hunt: A study in the use of the Courtis arithmetic tests, p. 203-9. 22. C. H. Judd; Measurement and the promotion of pupils, p. 209-16. 23. H. C. Eicher: Pennsylvania's school building problem, p. 216-29; Discussion, p. 229-35. 24. A. L. Hall-Quest: Teaching by supervision, p. 239-45. 25. The relation of general science to more advanced science courses [by] Louise Nichols, p. 248-56; [by] S. L. Shanaman, p. 257-59. 26. C. A. Herrick: Commercial education and the war, p. 269-73. 27. S. G. Nichols: The training of the commercial teacher. The problem and the causes, p. 273-77. 28. A. C. Baugh: The English of oral English, p. 277-83. 29. Ruth Wanger: Vocational guidance and the social sciences, p. 300-304; Discussion, p. 305-7. 30. Alma V. Baurwalt: American history since 1880. How can it be taught adequately without sacrificing things of importance in earlier American history? p. 307-13; Discussion, p. 313-14. 31. H. H. Gage: A syllabus for the first, second and third year of French, p. 317-23. 32. J. F. Woodhull: The project method in the teaching of science, p. 332-37; Discussion, p. 337-42. 33. A. J. Jones: The meaning and scope of educational guidance, p. 343-46. 34. H. A. Vanderslice: A course of study in educational guidance in the small high school, p. 346-51. 35. Ruth Wanger: Vocational guidance at the South Philadelphia high school for girls, p. 352-57.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1531. **Maddox, William Arthur.** The free school idea in Virginia before the civil war; a phase of political and social evolution. New York city, Teachers college, Columbia university, 1918. 225 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 98)
Bibliography: p. 199-217.
1532. **Mead, Arthur Raymond.** The development of free schools in the United States as illustrated by Connecticut and Michigan. New York city, Teachers college, Columbia university, 1918. 236 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 91)
Bibliography on Connecticut: p. 200-202.
Bibliography on Michigan: p. 219-220.
1533. **Quintero, Gregorio Torres.** Education among the ancient Mexicans. *Inter-America*, 2: 15-21, October 1918.
Study of education among the pre-Columbian Aztecs of the central valley of Mexico.

CURRENT EDUCATIONAL CONDITIONS

UNITED STATES.

1534. **Challman, S. A.** The public schools of Rochester, Minnesota. *American school board journal*, 57: 29-31, October 1918.
The scope of activities undertaken by the schools of Rochester, Minn., the administration of the schools, etc.
1535. **Chamberlain, Arthur.** Nationalizing education. *Sierra educational news*, 14: 407-13, September 1918.
A summary of the Pittsburgh meeting of the N. E. A., the National emergency in education; proposed secretaryship in education; increase in teachers' salaries, etc.
1536. **Davidson, Percy E.** Educational reform and the manly virtues. *School and society*, 8: 361-67, September 28, 1918.
Discusses the criticisms made by Mr. Thomas in *School and society* for November 24, 1917, against Flexner's *Modern school* and the doctrine of interest.

1537. Education and economic success. Fortnightly review, n. s. 104: 198-208, 354-66, August, September 1918.

Signed "Fabricius."

Emphasizes the importance of education and scientific training to economic success. Compares educational conditions in England with those in the United States, to the detriment of the former. Gives high praise to our system of education, and quotes freely from statistics published by the Bureau of education.

Second paper of series says that the great characteristics of American education are: Prodigal lavishness, and great practical efficiency. Excerpts from the Mosely and other reports on educational conditions in the United States are included.

1538. A handbook of American private schools; an annual publication. Fourth edition, 1918. Boston, Porter E. Sargent, 1918. 711 p. 12°.

The introductory part of this book contains sections entitled as follows: History of the private school, Military education, College entrance examinations, Modern and experimental schools, The new school movement, Recent development of country day schools, Review of the year in education, Vocational education, War time activities of the schools, Educational reconstruction in England, Recent educational literature, A select classified reading list. The bulk of the work comprises a critical description of schools and summer camps, comparative tables, educational directories, etc.

1539. Harley, Lewis R. Why German system of education fails. Pennsylvania gazette, 17: 34-35, October 11, 1918.

After showing the false principle of German education, the author concludes by speaking of the dangers of Prussianism to American schools.

1540. Visit of the British educational mission to the United States, October-December 1918. [New York city, British bureau of information, 1918] 18 p. 8°.

Gives the itinerary of the mission and biographical sketches of the members.

FOREIGN COUNTRIES.

1541. Anderson, J. T. M. The education of the New-Canadian; a treatise on Canada's greatest educational problem. London and Toronto, J. M. Dent & sons, ltd., 1918. 271 p. illus. 8°.

1542. Emerson, Gertrude. "Bitter learning" in Japan; a study in human documents. Asia, 18: 851-58, October 1918.

To be concluded in the next issue.

The story of *kugakko*, or bitter learning, suffering for an education, which is full of a pathetic romance in Japan.

1543. Lobenstine, E. C., ed. The China mission year book, 1917 (eighth annual issue) ed. by the China continuation committee, under the direction of an editorial committee. Shanghai, The Christian literature society for China, 1917. 588 p. 12°.

Part V, General and religious education, contains chapters on the following subjects: Some educational developments in the past year, Higher education of women, Supervision of education in Szechwan, Progress of theological education in China, Religious condition of students in mission schools, Chinese returned students. Chapter XLIV is on Medical education in China, 1918.

1544. Maugain, Gabriel. Les professeurs italiens et la science allemande. I. Revue internationale de l'enseignement, 38: 241-53, July-August 1918.

To be continued.

Takes up the subject of the intellectual influence of Germany in Italy. This article discusses the German invasion in Italian education.

1545. Sissons, C. B. Bi-lingual schools in Canada. London, Toronto, J. M. Dent & sons, ltd., 1917. 242 p. 12°.

EDUCATION AND THE WAR.

1546. **Cutler, Frances W.** College women in the nation's service. *Journal of the Association of collegiate alumnae*, 12: 7-11, October 1918.
1547. **Ettinger, William L.** The schools and the war. *School*, 30: 39, September 28, 1918.
An appeal for the cultivation of the highest idealism and to make the current events the core of instruction.
1548. **Gage, Nina D.** Organization of class work and student life at the Vassar training camp. *American journal of nursing*, 19: 18-22, October 1918.
Work at the "Nursing Plattsburgh."
1549. **Haffron, John L.** A report of a conference of the surgeon general with the deans of medical schools concerning medical education and the war, under the auspices of the Council on education of the American medical association. *Journal of sociologic medicine*, 19: 224-28, August 1918.
This conference, held in Chicago June 11, 1918, was attended by the representatives of about 70 medical schools.
1550. **James, Edmund James.** The college man and the war. Urbana, War committee of the University of Illinois [1918]. 10 p. 8°. (*University of Illinois bulletin* vol. XV, no. 50, August 12, 1918)
Commencement address, June 14, 1918.
1551. **Phillips, D. E.** The war and university reform. *School and society*, 8: 421-25, October 12, 1918.
Also in *American education*, 22: 60-64, October 1918.
1552. **Sanford, C. M.** War and the teacher. *School news and practical educator*. 32: 49-51, October 1918.
The problems of the teacher during these stirring war times.
1553. **Smith, Theodore Clarke.** The duty of the history teacher in forming public opinion during the war. *Historical outlook* (continuing *History teacher's magazine*) 9: 379-80, October 1918.
1554. **Swindler, B. Earl.** Study and teaching of the world war. *Teacher's journal*, 18: 149-55, October 1918.
Continued from September journal and to be concluded next month.
Outlines a plan for teaching the world war.
1555. **Thwing, Charles F.** The colleges as war camps. *Independent*, 96: 12, 28, October 5, 1918.
Discusses the transformation in higher education that is now going on; the students' army training corps.
1556. **Wall, A. Dorothy.** What are we going to do with the war in the kindergarten? *Kindergarten and first grade*, 3: 320-22, October 1918.
A unit of work developed through the project method.

EDUCATIONAL THEORY AND PRACTICE.

1557. **Bobbitt, Franklin.** The curriculum. Boston, New York [etc.] Houghton Mifflin company [1918] 296 p. diagrs. 12°.
1558. **Cameron, Edward H.** Formal discipline past and present. *Educational review*, 56: 133-48, September 1918.
1559. **Lodge, Sir Oliver.** Humanistic science. *Fortnightly review*, n. s. 104: 209-17, August 1918.
Says that "in real education there should be no conflict or partition between science and letters."

1560. Lott, Henry C. The relation of education to the new democracy. *American schoolmaster*, 11: 301-11, September 15, 1918.
1561. Moran, Francis T. Education and democracy. *Catholic educational review*, 16: 132-38, September 1918.
Address delivered before the Catholic educational association, San Francisco, July 1918.
1562. Washburne, Carleton W. The formal discipline problem: three lines of attack. *Sierra educational news*, 14: 392-95, September 1918.

EDUCATIONAL PSYCHOLOGY: CHILD STUDY.

1563. Armentrout, W. D. Outline of the stages in the child's mental development. *Education*, 39: 90-101, October 1918.
1564. Burnham, William H. Astigmatism and brain work. [Worcester, Mass., 1918] p. 225-38. 8°.
Reprinted from the *Pedagogical seminary*, 25: 225-38, September 1918.
1565. Pyle, W. H. The relation of mental to physical development. *Journal of delinquency*, 3: 210-12, September 1918.
Study based on a recent experimental study of the school children of a Missouri county.

EDUCATIONAL TESTS AND MEASUREMENTS.

1566. Hotz, Henry Gustave. First year algebra scales. New York city, Teachers college, Columbia university, 1918. 87 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 90)
1567. Irwin, H. N. A preliminary attempt to devise a test of the ability of high school pupils in the mental manipulation of space relations. *School review*, 28: 600-5, October 1918.
To be continued. Discusses space perception and visual imagery.
1568. Proctor, William M. The use of intelligence tests in the educational guidance of high-school pupils. *School and society*, 8: 473-78, 502-9, October 19, 26, 1918.
1569. Reavis, W. C., and Aikin, N. J. The use of a score card in measuring handwriting. *Elementary school journal*, 19: 36-40, September 1918.
Says that the use of the score card in St. Louis indicates that it is more accurate than the scale in general scoring, with "the added advantage of providing specific suggestions for remedial instruction for those pupils for whom general practice does not produce reasonable and appreciable results."
1570. Towne, Charles F. Making a scale for the measurement of English composition. *Elementary school journal*, 19: 41-53, September 1918.
Discusses a plan put into operation by the schools of Providence, R. I.

SPECIAL METHODS OF INSTRUCTION.

1571. Cather, Katherine Dunlap. Educating by story-telling; showing the value of story-telling as an educational tool for the use of all workers with children. *Yonkers-on-Hudson, N. Y., World book company*, 1918. 396 p. 8°. (Play school series, ed. by C. W. Hetherington)
1572. Windoes, Ralph F. Visual instruction in the United States. *Manual training magazine*, 20: 40-44, October 1918.
Shows what the state departments, the federal government, colleges and universities, and commercial organizations are doing in furnishing lantern slides, etc., for educational purposes.

SPECIAL SUBJECTS OF CURRICULUM.

ENGLISH AND COMPOSITION.

1573. **Bair, F. H.** A new type of class book individualizing the teaching of English in secondary schools. *English journal*, 7: 433-38, September 1918.

1574. **Smith, H. P.** Technical points in elementary English. *Elementary school journal*, 19: 54-68, September 1918.

Presents statistics of a large number of courses of study for elementary schools "to determine the different points emphasized and the years of the course in which attention is focused upon a given point."

MODERN LANGUAGES.

1575. **Dunlap, Knight.** Value of German language assailed. *Oklahoma school herald*, 26: 285-87, October 1918.

Reprinted by permission of the author and the New York Times.

Shows how the value of the German language has been overestimated, claims that it has no cultural value, and thinks that German should be offered in the high school, but not required.

1576. **Gay, P.-H.** Enseignement grammatical et enseignement empirique de la langue. *Revue pédagogique*, 72: 393-410, June 1918.

Concludes a discussion of the grammatical and empirical methods of language teaching by suggesting a compromise between them which will avoid the extremes of both. Refers principally to the teaching of French.

1577. **Goblot, Germaine.** La guerre et l'enseignement des langues vivantes en Allemagne. *Revue pédagogique*, 72: 411-31, June 1918.

Quotes from German periodicals some recent opinions of various German educators regarding the present and future teaching of English and French in Germany. The writer concludes that both languages will continue to be taught in Germany, but as an instrument of nationalism, with less impartiality than before the war.

1578. **Gordy, H. Miles.** The German language in our schools. *Educational review*, 56: 257-63, October 1918.

Advocates the abandonment of the study of the German language in our schools, and the substitution for it of French.

ANCIENT LANGUAGES.

1579. **Green, T. Jennie.** A systematic study of English derivatives in connection with Latin in the high schools. *Classical journal*, 14: 39-47, October 1918.

Says that a systematic study of derivatives should begin with the first lessons of the first year.

1580. **Litchfield, Henry W.** Latin and the liberal college. *Classical journal*, 14: 6-25, October 1918.

Changes suggested for undergraduate courses in Latin. Presents a program for studies to be pursued by an intending teacher, etc.

1581. **MacKenzie, Flora.** Socializing Latin. *Classical journal*, 14: 56-62, October 1918.

"How to make Latin pleasing and attractive to high school pupils."

1582. **Moore, Frank G.** Our common Latin heritage. *Educational review*, 56: 230-54, October 1918.

1583. Perkins, Albert S. Latin as a utility. *Educational review*, 56: 117-32, September 1918.

A plea for emphasis upon English vocabulary building and consequently for a wider study of Latin in the secondary school, in vocational and general classes.

1584. Snedden, David. Liberal education without Latin. *School review*, 26: 576-99, October 1918.

Against the classics. Emphasizes the study of science, the fine arts, English, foreign languages, etc. Speaks of "a declaration of independence from the grip of the dead hand of Latin."

1585. Ullman, B. L. Latin in place of German. *School and society*, 8: 337-41, September 21, 1918.

Results of a questionnaire sent to teachers in schools and colleges of all types to ascertain the actual conditions with respect to the teaching of Latin and German.

GEOGRAPHY.

1586. Nolan, Ona I. Ways of raising geography teaching above the commonplace. *Journal of geography*, 17: 41-49, October 1918.

The writer tries to keep geography up to date by (1) Utilizing the experiences of the children, (2) Training powers of observation, (3) Choice of reading, (4) Use of newspaper clippings, (5) Pupil-teacher work, and (6) Use of maps and other materials.

SCIENCE.

1587. Kirkwood, J. E. Opportunity and obligation in botanical teaching. *School science and mathematics*, 18: 579-87, October 1918.

1588. Packard, John C. Science teaching. The college and the school. *Journal of education*, 88: 311-12, October 3, 1918.

"Some of the most suggestive sentences in a very remarkable paper read in February 1918."

PENMANSHIP.

1589. Sawyer, Tom. Manual of fundamentals in the teaching of handwriting in the public schools, prepared . . . under the direction of Francis B. Pearson, superintendent of public instruction. Columbus, O., The F. J. Heer printing co., 1918. 72 p. incl. front. (port.) illus. 8°.

MUSIC.

1590. Chevais, Maurice. La musique à l'école de demain. *Grande revue*, 22: 121-34, July 1918.

1591. Clark, Frances Elliott. Music in education. Normal instructor and primary plans, 27: 58, 69, 71, October 1918.

The larger part of a paper read at the General federation of women's clubs, Hot Springs, Ark.

Shows how music can serve education.

RURAL EDUCATION.

1592. Joffe, Eva. Rural school attendance in Alabama. *Child labor bulletin*, 7: 101-25, August 1918.

Results of an investigation undertaken by the National child labor committee, to ascertain the number and causes of absences among the school children of Alabama.

1593. Oklahoma. Dept. of education. Rural centralized, graded and model schools. Prepared by E. A. Duke, rural school supervisor, 1918. Issued by R. H. Wilson, state superintendent, Oklahoma. [Oklahoma City, 1918] 89 p. illus., diagrs. 8°.

1594. ———. School survey suggestion; Alfalfa County, Grady County, Wagoner County, 1918. Prepared by E. A. Duke, rural school supervisor. Issued by R. H. Wilson, state superintendent of public instruction, Oklahoma. [Oklahoma City, 1918] 130 p. illus., maps. 8°.

SECONDARY EDUCATION.

1595. Farrand, Wilson. Readjustments in secondary education. Educational review, 56: 192-98, October 1918.
Discusses the establishment of definite standards of attainment, and relating the processes of formal education more directly to the activities of life.
1596. The high school teacher from the viewpoint of the student. Educational foundations, 30: 31-36, September 1918.
By a high school student.
Gives some opinions and criticisms of teachers by high school pupils.
1597. Secondary education in Latin America. Bulletin of the Pan American union, 47: 276-82, August 1918.
A general sketch of the present status of secondary education in Latin American countries.
1598. Strickland, V. L. The junior high school. Kansas teacher, 7: 7-9, October 1918.
1599. Thomas, P.-Félix. Notes sur l'enseignement secondaire. Revue de Paris, 25: 531-55, 626-45, June 1, August 1, 1918.
CONTENTS.—I. Caractères de l'enseignement secondaire.—II. L'administration du collège.—III. Les professeurs.—IV. Les répétiteurs.—V. Les élèves.—VI. L'inspection générale.—VII. Rapports des trois enseignements.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1600. Bradley, J. H. A study of the relative importance of the qualities of a teacher and her teaching in their relation to general merit. Educational administration and supervision, 4: 358-63, September 1918.
Gives a scale to guide in the rating of teachers.
1601. Burk, Frederic, and Washburne, Carleton W. The reorganization of normal school professional courses. School and society, 8: 382-85, September 28, 1918.
The essential characteristics of the good teacher and the reorganization of normal courses so as to produce such teachers.
1602. Burnham, Ernest. Normal schools and rural teachers. American schoolmaster, 11: 289-96, September 15, 1918.
Deals with some specific problems in rural-teacher preparation.
1603. Curtis, Henry S. Continuation schools for teachers. Educational review, 56: 108-16, September 1918.
Gives examples of several continuation schools. Says "there should be some requirement in each State that every elementary teacher, within 10 or 12 years after she begins to teach, should secure an A. B. degree, that every high-school teacher should secure a Ph. D."
1604. ———. Recreation for teachers; or, The teacher's leisure time. New York, The Macmillan company, 1918. xvi, 288 p. plates. 12°. (Home and school series.)
Bibliography: p. 281-83.
1605. Ennis, Isabel A. Causes of the present shortage of teachers. School and society, 8: 461-63, October 19, 1918.
Says low salaries will cause a serious dearth of teachers both now and after the war. Suggests remedies.

1606. **Furst, Clyde.** Insurance and annuities for college teachers. *Educational review*, 56: 215-29, October 1918.

Work of the Carnegie foundation and the Teachers insurance and annuity association of America.

1607. **Gt. Brit.** Departmental committee for enquiring into the principles which should determine the fixing of salaries for teachers in secondary and technical schools, schools of art, training colleges, and other institutions for higher education (other than university institutions). Report. Vol. I. London, H. M. Stationery off., 1918. 56 p. tables. 4°.

1608. **McIntyre, Clara Frances.** A venture in statistics. *Journal of the Association of collegiate alumnae*, 12: 1-7, October 1918.

Suggested by Elizabeth H. Haight's article on Pleasant possibilities in lady professors published in the *Journal of the Association of collegiate alumnae*. September 1917. Results of investigations as to number and rank of women professors in coeducational universities and women's colleges. Says that more teaching positions are open to women in coeducational institutions than in women's colleges, and the tendency is toward a larger and fairer recognition of women's work.

1609. **National union of teachers.** Report for 1918 and List of members for the year 1917. London, The "Schoolmaster" publishing co., ltd. [1918] cxxiii, 644 p. 8°.

HIGHER EDUCATION.

1610. **Auerbach, Joseph S.** The university graduate of to-day. *North American review*, 208: 597-610, October 1918.

Portion of the commencement day address delivered at George Washington university, June, 1918. Discusses the university and idealism; attitude of the student towards life, etc.

1611. **Burling, Lancaster D.** The elective system and a table d'hôte meal. *School and society*, 8: 402-6, October 5, 1918.

Read before the section of education, American association for the advancement of science, Pittsburgh, December 1917.

1612. **Caullery, Maurice.** Les universités américaines et la société. *Revue internationale de l'enseignement*, 38: 254-64, July-August 1918.

From M. Caullery's book, *Les universités et la vie scientifique aux États-Unis*. Paris, A. Collin, 1918.

Speaks of the manner in which American state universities and private universities supplement each other, of the loyalty of their alumni, and other supporters, etc.

1613. **Demos and academe.** Unpopular review, 10: 393-404, October-December 1918.

1614. **Lamy, Étienne.** L'université de Louvain. *Revue des deux mondes*, 47: 5-33, September 1, 1918.

1615. **Universities bureau of the British empire.** The universities of the United Kingdom of Great Britain and Ireland, a handbook. London, H. M. Stationery office, 1918. 64 p. 8°. ([Gt. Brit.] Board of education. Educational pamphlets, no. 33)

SCHOOL ADMINISTRATION.

1616. **Byrne, Lee.** The apportionment of funds in a combined city-and-county school system. *American school board journal*, 57: 35-36, 77, October 1918.

1617. **California.** State board of education. Committee of twenty-one on reorganization of public school system. Report of sub-committee on school administration. *Sierra educational news*, 14: 455-60, October 1918.

Alexis F. Lange, University of California, chairman of sub-committee.

1618. Childs, H. G. Reorganization in the grammar grades of Indiana public schools. *Educator-journal*, 19: 7-16, September 1918.

Comparison of the standards of the departmental school and the junior high school, cost comparisons, etc.

1619. Deffenbaugh, W. S. Recent improvements in city school administration. *American school board journal*, 57: 23-24, October 1918.

The present paper constituted the basis of an address before the Department of school administration, National education association, Pittsburgh, Pa., July 2, 1918.

1620. Greeson, William A. The school census and its use in school administration. *Elementary school journal*, 19: 14-23, September 1918.

Says that it is our duty "to so build up a curriculum for the seventh, eighth, and ninth grades that the child who leaves the school at the end of the ninth grade . . . will have some definite preparation for life while at the same time boys and girls who go on to the senior high school will have a good . . . preparation for the higher work."

1621. Spaulding, Frank E. Cooperation in school administration. *School review*, 28: 561-75, October 1918.

Emphasizes the necessity of securing a spirit of objective cooperation. Describes the methods in vogue in Chicago, New York, Boston, Los Angeles, Minneapolis, etc.

1622. Williamson, I. L. The relationship between boards of education and superintendents. *American school board journal*, 57: 31-32, October 1918.

From the superintendent's standpoint.

SCHOOL MANAGEMENT.

1623. Gray, William S. The work of elementary school principals. *Elementary school journal*, 19: 24-35, September 1918.

Says that "the most important single phase of the principal's work relates to the supervision and improvement of classroom teaching. Two methods are followed by progressive principals in evaluating classroom instruction: the first involves the measurement of the results of teaching and the second includes the observation and criticism of the methods employed by the teacher."

1624. Hall-Quest, Alfred Lawrence. The textbook; how to use and judge it. New York, The Macmillan company, 1918. xiv, 265 p. tables, forms, diagrs. 12°.

"References" at the end of each chapter.

1625. An individualist on discipline. *Unpopular review*, 10: 285-300, October-December 1918.

1626. Kruse, Paul J. The overlapping of attainments in certain sixth, seventh, and eighth grades. New York city, Teachers college, Columbia university, 1918. 91 p. diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 92)

1627. Lee, Joseph B. Breaking the lock step. *Educational review*, 56: 149-57, September 1918.

Methods of achieving acceleration in public schools of New York city. Value of early recognition of bright pupils in high schools.

1628. Washburne, Carleton W. Breaking the lock step in our schools. *School and society*, 8: 391-402, October 5, 1918.

The meaning of individual instruction, plans that have been tried, and administrative problems to be met.

1629. Young, Walter H. School discipline. *Education*, 39: 73-78, October 1918.

Says that teaching personality, coupled with right ideals, is the greatest factor in securing discipline.

SCHOOL ARCHITECTURE.

1630. Patterson, Herbert L. Economy in schoolhouse construction. *American school board journal*, 57: 33-34, October 1918.

This paper was read before the National association of school accounting officers at Rochester, N. Y., May 22, 1918. The author has been engineer in charge of schoolhouse construction for the Boston Schoolhouse commission during the past ten years.

SCHOOL HYGIENE AND SANITATION.

1631. Ayres, May. Healthful schools; how to build, equip, and maintain them, by May Ayres . . . Jesse F. Williams . . . and Thomas D. Wood . . . Boston, New York [etc.] Houghton Mifflin company [1918] xii, 292 p. front., plates, plans. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

Selected references at end of each chapter.

Sets forth what the authors feel a school administrator needs to know in order to safeguard the health of the children under his care.

1632. Fidler, Thurba. School lunches. *Rural school messenger*, 8: 8-15, September 1918.

A plan for a lunch box campaign in which the whole school and neighborhood may participate.

SOCIAL ASPECTS OF EDUCATION.

1633. Kerby, C. Edith. Wage earning school children in Detroit and Grand Rapids. *Child labor bulletin*, 7: 137-45, August 1918.

A study based on the findings of an investigation carried on in the winter of 1917-18 by the National Child labor committee for the Michigan child welfare commission.

Deals with age, occupations, hours of labor, compensation, etc.

1634. McFee, Mrs. Inez Nellie. The teacher, the school and the community. New York, Cincinnati [etc.] American book company [1918] 256 p. illus. (incl. plan) 12°.

1635. Meigs, Grace L. The children's year campaign. Chicago, American medical association, 1918. 11 p. 8°.

Reprinted from the *Journal of the American medical association*, vol. 71, pages 243-46, July 27, 1918.

Read before the section on diseases of children at the sixty-ninth annual session of the American medical association, Chicago, June 1918.

1636. Smith, Walter B. A program for socializing education. *Educational review*, 56: 199-214, October 1918.

Discusses the demands for a close cooperation between the schools and social welfare agencies.

1637. Wilson, H. B. Socializing the school. *Sierra educational news*, 14: 389-91, September 1918.

CHILD WELFARE.

1638. Alden, Percy. The state and the child. *Contemporary review*, 114: 237-53, September 1918.

Importance of the child as a national asset. Welfare and education of children in England.

1639. **Gt. Brit. Local government board. Intelligence dept. Infant welfare in Germany during the war.** London, H. M. Stationery office, 1918. 37 p. tables. 8°.

1640. **Slattery, Margaret.** The second line of defense; a plea for the men and women of to-morrow. New York, Chicago, Fleming H. Revell company [1918] 189 p. 12°.

The second line consists of the youth who remain, whose training is now in the hands of parents, teachers, churches, and employers. Makes a vigorous plea for the spiritual care and training of youth, calling parents and others to their duties.

MORAL EDUCATION.

1641. **Engleman, James Ozro.** Moral education in school and home. Chicago, New York [etc.] B. H. Sanborn & co., 1918. 314 p. 12°.

1642. **Ling, Ping.** Moral training of school children in war time. Pedagogical seminary, 25: 276-302, September 1918.

Discusses the ethical values of war from an educational point of view, and particularly those object lessons which are exerting a profound influence on the character and inner life of the children upon whose education and training the future of the world depends.

RELIGIOUS EDUCATION.

1643. **Athearn, Walter S.** The organization of religious education within the community. Religious education, 13: 314-27, October 1918.

Paper read before the International Sunday school convention, Buffalo, N. Y., June 24, 1918. It covers the ground of the author's paper at the convention of the Religious education association in New York on March 5, 1918.

MANUAL AND VOCATIONAL TRAINING.

1644. **Blumenthal, William R.** High school students' part-time employment that pays. Colorado school journal, 34: 17-19, September 1918.

Vocational facts about the East Denver high school for the school year 1917-18.

1645. **Levitas, Arnold.** The teaching of printing in the high school. Industrial-arts magazine, 7: 336-39, September 1918.

Aims, methods of teaching, the course of study, equipment, and the product.

1646. **Mays, Arthur B.** Manual training and vocational education. Manual training magazine, 20: 37-39, October 1918.

A plea for manual training. Gives a few simple facts to show that there is no inherent cause for antagonism between manual training and vocational education.

1647. **National association of corporation schools.** Advance copy . . . sixth annual report . . . 1918. 6 v. 8°.

Report of committee on public education, 26 p. Report of committee on methods of instruction, 34 p. Report of committee on retail salesmanship, 20 p. Report of committee on executive training, 23 p. Report of committee on health education, 33 p. Report of committee on unskilled and semi-skilled labor, 23 p.

1648. **Office training at the R. H. Macy department store.** National association of corporation schools bulletin, 5: 459-65, October 1918.

A description of the instruction given and the philosophy which is back of the training.

1649. U. S. Federal board for vocational education. Emergency war training for oxy-acetylene welders. June, 1918. Washington, Government printing office, 1918. 86 p. illus. plates. 8°. (Bulletin no. 11)
1650. ———. Emergency war training for radio mechanics and radio operators. September, 1918. Washington, Government printing office, 1918. 75 p. 8°. (Bulletin no. 16)

VOCATIONAL GUIDANCE.

1651. Cohen, I. David. Vocational and educational guidance in the school. Educational foundations, 30: 13-19, September 1918.
Some suggestions and a plan for educational and vocational guidance.
1652. King, Charles A. Vocational guidance: Part I. Educational administration and supervision, 4: 343-50, September 1918.

AGRICULTURAL EDUCATION.

1653. Caswell, Lilley B. Brief history of the Massachusetts agricultural college, semicentennial, 1917. Springfield, Mass., The F. A. Bassette co., printers [1917] 72 p. plates. 8°.
1654. Chauveau, Dr. L'enseignement professionnel et public de l'agriculture. Nouvelle revue (Paris) 36: 114-26, July 15, 1918.
1655. Ullrich, F. T. The farmer and agricultural instruction in the high school. Wisconsin journal of education, 50: 194-98, September 1918.
Discusses the lack of interest among farmers in agricultural instruction in the high schools, and suggests some ways and means for overcoming the apathy and indifference of the farmers.

HOME ECONOMICS.

1656. Bradshaw, Grace. The age for teaching housecraft in secondary schools. Journal of education (London) 30: 528-30, September 1918.
1657. Taber, C. W. The business of the household. Philadelphia and London, J. B. Lippincott company [1918] 438 p. illus. 8°. (Lippincott's home manuals, ed. by B. R. Andrews)
Higher life and cultural wants in the family budget: p. 358-79.

COMMERCIAL EDUCATION.

1658. Stevens, Bertha. Private commercial schools, Manhattan and the Bronx. [New York, The Public education association of the city of New York] 1918. 144 p. diagrs. 8°.
Report of the Committee to investigate private commercial schools.

CIVIC EDUCATION.

1659. Alabama. Dept. of education. Handbook of patriotic instruction for use in the schools of Alabama. Issued by the State department of education. Montgomery, Ala., Brown printing co., 1918. 151 p. diagr. 8°.
1660. Cohen, I. David. Teaching patriotism in the schools. Education, 39: 65-72, October 1918.

1661. Libby, M. F. Suggestions for the organization of a state for patriotic education, based upon experience in Colorado. Issued by the National security league . . . New York city, 1918. 54 p. 8°. (Patriotism through education series)
1662. Ringdahl, M. Robert. High school course in citizenship. School education, 38: 3-8, October 1918.
The content of a course in citizenship for the high schools.

MILITARY TRAINING.

1663. Courses in psychology for the students' army training corps. Psychological bulletin, 15: 129-36, April 1918.
Report of a sub-committee of the Research council, presenting suggestions and recommendations with respect to the content of the following three courses on the psychology of war for prospective officers: I. The study of human action. II. Educational psychology. III. The psychology of reasoning.
1664. Hitch, A. M. Military training in secondary schools. Mind and body, 25: 211-17, September 1918.
Read before the National association of secondary school principals, Atlantic City, February 26, 1918.
Does not approve of military training in the high schools.
1665. Ling, Ping. Military training in the public schools. Pedagogical semi-nary, 25: 251-75, September 1918.
Discusses first, laws and practices of military training in different school systems, and second, military drill versus broad physical education of semi-military character.

REEDUCATION OF WAR INVALIDS.

1666. Duffy, Frank. The re-education of our returning soldiers after the war. Educator-journal, 19: 71-75, October 1918.
Read before the National education association at Pittsburgh, Pa., by the general secretary of the United Brotherhood of carpenters and joiners of America.
1667. Greener, George C. Some aspects of rehabilitation work for disabled soldiers. Industrial-arts magazine, 7: 325-30, September 1918. illus.
Speaks particularly of conditions in Canada.
1668. Morgan, Barbara S. The returning soldier. North American review, 208: 524-35, October 1918.
Rehabilitation of the disabled soldier. Describes the machinery of reconstruction.

NEGRO EDUCATION.

1669. Davis, Jackson. County training schools. Southern workman, 47: 481-89, October 1918.
Describes the county training schools for negroes, in the Southern States—under the auspices of the Slater fund and the General education board. Illustrated.
1670. Favrot, Leo M. Aims and needs in negro public education in Louisiana. [Baton Rouge, La., 1918] 26 p. 8°. (Department of education, State of Louisiana. Bulletin no. 2, September 1918)
By the state agent of rural schools for negroes under direction of T. H. Harris, state superintendent.
1671. Noble, Stuart Grayson. Forty years of the public schools in Mississippi, with special reference to the education of the negro. New York city, Teachers college, Columbia university, 1918. 142 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 94)
Bibliography: p. 137-38.

EDUCATION OF BLIND AND DEAF.

1672. American association of instructors of the blind. Twenty-fourth biennial convention, Colorado Springs, Colo., 1918. 75 p. 8°. (N. C. Abbott, secretary, Nebraska City, Nebr.)

Contains: 1. T. S. McAloney: The new education and its relation to and influence upon the education of the blind, p. 5-11. 2. Mabel E. Gillis: Library work for the blind in relation to the schools, p. 12-14. 3. Adelaide M. Carman: Musical training of the blind, p. 14-16. 4. J. T. Hooper: "Does the school curriculum deserve re-examination?" p. 21-23. 5. J. H. Hinemon: What degree of uniformity in courses of study in schools for the blind as respects elementary work is desirable? p. 24-26. 6. E. E. Bramlette: Relation of our courses to courses maintained in classes for seeing pupils in the public schools, p. 27-29. 7. G. F. Oliphant: Principles determining what a blind child shall be set to studying, p. 29-34. 8. Harold Molter: Relative importance of the cultural and the useful subjects as applied to high school programs, p. 35-38. 9. H. R. Chapman: What we ought to know about the child we try to teach, p. 38-42. 10. S. P. Hayes: Standard tests in elementary subjects in schools for the blind, p. 42-54. 11. R. B. Irwin: The public school sight-saving class, p. 58-60. 12. S. M. Green: Training the blind pupil for citizenship, p. 65-68.

1673. Fitzgerald, Edith. Language building in the primary grades. American annals of the deaf, 63: 342-53, September 1918.

Language work with the deaf. Says it should be started in the primary grades.

1674. Wright, John D. Working suggestions. American annals of the deaf, 63: 324-42, September 1918.

Education of the deaf; suggestions to parents and teachers.

EXCEPTIONAL CHILDREN.

1675. Bridgman, Olga L. Some special problems in abnormal adolescent psychology. Boston medical and surgical journal, 179: 505-10, October 17, 1918.

Reprinted from Archives of pediatrics, March 1918.

1676. Claghorn, Kate Holladay. Juvenile delinquency in rural New York. Washington, Government printing office, 1918. 199 p. 8°. (U. S. Children's bureau. Dependent, defective, and delinquent classes, series no. 4. Bureau publication no. 32)

1677. Clark, Willis W. A statistical study of 102 truants. Journal of delinquency, 3: 213-34, September 1918.

Also separately reprinted.

Study of the personal history, heredity, and environment of 102 boys who had been habitual truants prior to their commitment to Whittier State school, Whittier, California. Presents educational tests.

1678. Hastings, George A. Registration of the feeble-minded. Journal of psycho-asthenics, 22: 136-49, March and June 1918.

Writer says there are "four places in which many of the feeble-minded can be detected early in life—the home, school, juvenile court, and the reformatory. Of these the school is the most important so far as registration is concerned." Gives a tentative form of registration.

EDUCATION EXTENSION.

1679. Coxen, James R. The possibilities for evening school industrial classes under the Smith-Hughes act. Industrial-arts magazine, 7: 405-8, November 1918.

Discusses in a general way some of the essential factors involved in the establishment of evening school classes.

1680. **Finney, Ross L.** Importing a German institution. School and home education, 38: 29-31, October 1918.
 Argues that the continuation school is a German institution.
1681. **Gt. Brit. Ministry of reconstruction.** Interim report of the Committee on adult education. Industrial and social conditions in relation to adult education. London, H. M. Stationery office, 1918. 32 p. 4°.
1682. **U. S. Federal board for vocational education.** Evening industrial schools. September, 1918. Washington, Government printing office, 1918. 55 p. 8°. (Bulletin no. 18. Trade and industrial series no. 2.)

LIBRARIES AND READING.

1683. **Baldwin, Rachel.** The school and the teaching of patriotism. Public libraries, 23: 361-63, October 1918.
 Read before the School libraries section, American library association, Saratoga, July 5, 1918.
 Relates to the service of the school library in teaching patriotism.
1684. **Horton, Marion L.** The opportunity of the high school librarian. Western journal of education, 24: 1-2, September 1918.
 Read at the California library association meeting, Del Monte, June 19, 1918.
1685. **Hunt, Clara Whitehill.** The child and the book in war times. English journal, 7: 487-96, October 1918.
 Read before the Library department of the National education association, at Pittsburgh, Pa., in July 1918.
1686. **Walter, Frank K.** The war and library training. Library journal, 43: 728-32, October 1918.
 Read before the professional training section of the American library association at Saratoga, July 5, 1918.
 Shows the need of libraries for trained service, and the essential soundness of existing agencies for such training. Salaries must be made higher in order to attract library workers.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1687. **The fall manual of the United States school garden army.** Washington, 1918. 32 p.
1688. **Industrial arts in secondary schools in the war emergency.** Washington, 1918. 31 p. (Secondary school circular, no. 4, September 1918)
1689. **The National council of primary education.** Report of the second annual meeting at Kansas City, Mo., February 27, 1917, and the third annual meeting at Atlantic City, N. J., February 28, 1918. Washington, 1918. 35 p. (Bulletin, 1918, no. 28)
1690. **An outline of a course of study in gardening.** Designed to prepare for supervision of school-directed home gardens under the plan of the United States School garden army. Washington, 1918. 12 p.
1691. **The training of teachers of mathematics for the secondary schools of the countries represented in the International commission on the teaching of mathematics; by Raymond Clare Archibald.** Washington, 1918. 289 p. (Bulletin, 1917, no. 27)



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1918, No. 42

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

DECEMBER, 1918



WASHINGTON
GOVERNMENT PRINTING OFFICE
1918

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Education and the war—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—Commercial education—Professional education—Civic education—Americanization of immigrants—Military education—Reeducation of war invalids—Education of women—Negro education—Education of blind and deaf—Exceptional children—Education extension—Libraries and reading.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1692. **Alabama educational association.** Official proceedings of the thirty-seventh annual convention . . . held at Birmingham, March 28-30, 1918. 154 p. 8°. (Bulletin, vol. 37, no. 1, June 1918) (J. A. Moore, secretary, Jasper, Ala.)

Contains: 1. C. A. Brown: Address of the president [Schools and the war] p. 13-18. 2. Julia C. Lathrop: American children in war times, p. 19-21. 3. N. R. Baker: The superintendent on his job, p. 21-24. 4. Lula Bradford: The human side of the teacher, p. 29-31. 5. Louise Van Sant: How to connect the teaching of history with current events, p. 31-35. 6. J. B. Messick: Mathematics in the war, p. 46-51. 7. E. F. Goehenour: The value of Spanish to the American boy and girl, p. 70-73. 8. L. F. Hawkins: The Smith-Hughes act and vocational education, p. 82-88. 9. Maude Lindsay: An abiding love of literature, p. 95-100. 10. J. R. Kirk: Training all the teachers for all children, p. 100-105.

1693. National education association. Journal of proceedings of the fifty-sixth annual meeting . . . Pittsburgh, Pa., June 29-July 6, 1918. Journal of the National education association, 3:1-78, September 1918.

General Sessions.

Contains: 1. Mary C. C. Bradford: The building of the new civilization, p. 33-37. 2. N. C. Schaeffer: The new program of the National education association—an opportunity and a responsibility, p. 37-41. 3. W. L. Ettinger: The life-career motive in education, p. 41-44. 4. Joseph Swain: The nation and the crisis in its schools, p. 44-48. 5. W. C. Bagley: Education and our democracy, p. 54-57. 6. T. E. Finegan: Training for national service, p. 58-61. 7. L. D. Coffman: Competent teachers for American children, p. 61-65. 8. C. G. Pearce: The enlistment of the profession, p. 65-67. 9. Frederick Peterson: The reconstruction of the race, p. 67-70. 10. G. L. Swiggett: Why should the government train for foreign service? p. 70-73. 11. E. A. Smith: Practical education under federal guidance, p. 73-78.

1694. North Dakota education association. Proceedings, thirty-first annual session . . . held at Bismarck, October 31-November 2, 1917. Bismarck, N. D., Tribune printing co. [1918] 234 p. 8°. (W. E. Parsons, secretary, Bismarck, N. D.)

Contains: 1. E. R. Edwards: Educational patriotism, a need of the hour, p. 36-40. 2. N. C. MacDonald: The new American school, p. 41-43. 3. W. B. Thomas: Higher learning and the war, p. 48-55. 4. G. A. McFarland: The teacher as a person of affairs, p. 56-62. 5. Frances N. Dial: The possibilities of the dean of women, p. 70-76. 6. E. S. Keene: Probabilities of visual education in secondary schools, p. 86-89. 7. Joseph Kennedy: Professional preparation and advancement of high school teachers, p. 90-94. 8. R. L. Finney: Social science in the junior high school, p. 129-35. 9. W. W. Norton: Certifying of music teachers in North Dakota and progress of effort to secure credits for music in high schools, p. 154-62. 10. A. E. Minard: Report of the committee on grammar, p. 179-87. 11. C. E. Tingley: Practical hints for parent-teachers association, p. 198-203.

1695. Pennsylvania state educational association. Report of proceedings, with papers read before the general sessions, department and round table conferences . . . Session at Johnstown, December 26-29, 1917. Lancaster, Pa., Pennsylvania school journal, 1918. 432 p. 8°. (J. P. McCaskey, secretary, Lancaster, Pa.)

For contents of pages 9-167 of this volume, see separate entries for sections—items 428 and 620.

Department of school directors.—Contains: 1. J. B. Richey: The new education, p. 169-71. 2. C. B. Connelly: Vocationalized schools, p. 171-73. 3. S. R. McClure: A director's look around [The truancy problem] p. 176-82. 4. C. A. Herriek: Importance of academic training, p. 184-87; General discussion, p. 187-90. 5. T. B. Shankle: New Kensington vocational school, p. 190-92. 6. C. N. Kendall: Some factors that make good school officials, p. 192-96. 7. Samuel Hamilton: The World war and the school, p. 196-204.

Association of secretaries.—A. J. G. Sansom: Standardization of school supplies, p. 211-12. 9. R. E. Richardson: Election and supervision of janitors, p. 213-14. 10. Mrs. E. S. H. McCauley: Secretary's relation to educational system, p. 217-19.

Child study round table.—11. I. R. Krahli: Helping children to study, p. 223-27.

Rural life and nature study.—12. Margaret Welsh: Some experiences with community clubs, p. 228-31. 13. G. A. Works: Fundamentals in agricultural teaching, p. 231-34. 14. G. A. Works: The use of project teaching, p. 237-40.

Library department.—15. Effie L. Power: Modern high-school library, p. 243-46. 16. H. B. Davis: Professional reading of teachers, p. 246-47.

Department of school patrons.—17. Enola B. Guile: Purposes and welfare of the teacher, p. 257-60. 18. E. E. Bach: Immigrant as an educational problem, p. 261-64. 19. O. R. Lovejoy: Working child and educational problem, p. 267-69. 20. S. E. Weber: What Scranton is doing for the immigrant, p. 269-72.

Department of music.—21. C. S. Stone: What should superintendents expect from music supervisors? p. 273-78. 22. Robert Foresman: Musical and unmusical education, p. 279-84.

High school department.—23. W. A. Stecher: Modern viewpoints as to physical education, p. 288-92. 24. Ida N. Hillis: Modern organization for war, p. 295-305. 25. T. C. Blaisdell: Preliminary report on high school course of study, p. 306-12. 26. Frank Krebs: Commercial high school graduate, p. 331-33. 27. W. D. Lewis: How can our instruction in literature affect the reading habits of our pupils? p. 341-45. 28. Ella A. Johnson: Modern languages in junior high schools, p. 352-56. 29. R. F. Bacon: Science instruction in war times, p. 359-62. 30. D. R. Sumstine: Some lessons from the physical examination of drafted men, p. 363-66. 31. C. B. Pennypacker: Organization and control of high-school athletics, p. 366-69.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1696. **Carroll, Charles.** Public education in Rhode Island. Providence, R. I., E. L. Freeman company, printers, 1918. 500, [1] p. 8°. [Rhode Island education circulars]

Bibliography: p. 491-494.

Published jointly by the State board of education, the Commissioner of public schools, and the trustees of the Rhode Island normal school.

1697. **Dr. Luther Halsey Gulick, 1865-1918: a symposium.** American physical education review, 23:413-26, October 1918.

1698. **Keay, F. E.** Ancient Indian education; an inquiry into its origin, development, and ideals. London [etc.] Oxford university press, 1918. 191 p. 12°.

Treats the subject under the following subdivisions: Brahmanic education, Education of some special classes, Buddhist education, Muhammadan education, Popular elementary education, Some general conclusions. A bibliography is appended.

1699. **Miller, Edward Alanson.** The history of educational legislation in Ohio from 1803 to 1850. [Columbus, 1918] 236 p. illus. (maps) diagrs. 8°.

Thesis (Ph. D.).—University of Chicago, 1915.

"Private edition distributed by the University of Chicago libraries, Chicago, Illinois."

"Reprinted from Ohio archaeological and historical quarterly, volume xxvii, nos. 1 and 2, January and April, 1918."

Bibliography: p. 264-71.

1700. **Butledge, Archibald.** A great school and its great master. American education, 22:108-13, November 1918.

The development of Mercersburg academy, a quarter-century of growth.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

1701. **Brumbaugh, Martin G.** New world-standard of educational efficiency. American education, 22:114-17, November 1918.

An address delivered at the Pittsburgh meeting of the National education association, 1918.

1702. **Corson, Oscar T.** Our public schools, their teachers, pupils, and patrons. Columbus, Ohio, The author [1918] 302 p. 12°.

1703. **Jones, Arthur J.** Are our schools Prussian in origin? Educational review, 56:271-93, November 1918.

Criticizes Dr. Judd's "Shall we continue to imitate Prussia?" published in School and society, June 29, 1915. Says that "in some respects the Prussian influence apparently retarded the complete development of a truly democratic system." This is evidenced in the over-organization of our schools, and "in the persistence of the idea that an elementary school is a finishing school. There is no evidence to show that this latter idea was directly due to Prussian influence, nor that it ever completely dominated the purpose of the elementary school."

1704. **Miller, H. L.** Adequate schooling for the youth of the nation. Inter-mountain educator, 14:8-15, October 1918.

Continued from the September issue.

1705. **Sandiford, Peter, ed.** Comparative education; studies of the educational systems of six modern nations, by H. W. Foght, A. H. Hope, I. L. Kandel, W. Russell, Peter Sandiford. London and Toronto, J. M. Dent & sons, ltd., 1918. 500 p. 8°.

CONTENTS.—1. United States, by William F. Russell.—2. Germany, by I. L. Kandel.—3. England, by Peter Sandiford.—4. France, by Arthur H. Hope.—5. Canada, by Peter Sandiford.—6. Denmark, by Harold W. Foght.

The present volume aims to present for the leading countries of the world the differentiation of their educational systems, basing the study on an analysis of the factors—historical, geographical, ethnological, political, and economic—which determine this differentiation, and more especially on the theory of the state and society held by each people.

1706. Schofield, William H. An American international institute for education. *Educational review*, 56: 339-51, November 1918.

FOREIGN COUNTRIES.

1707. [Bagley, W. C.] The German schools as nurseries of autocracy. *National school service*, 1: 1, 5-6, November 1, 1918.
German and American systems of education contrasted.
1708. Ceppellini, Parinio. War and the school. *American journal of school hygiene*, 2: 89-94, September 1918.
Translated from the Italian.
A brief summary comment upon the present educational situation in Italy resultant upon the war. The original article appeared in the May 1918 number of "*L'Igiene della scuola*," under the title "*Guerra e scuola*."
1709. Friedel, V. H. The German school as a war nursery; from the French *Pédagogie de guerre allemande*, with an introduction by M. E. Sadler. London, Andrew Melrose, Ltd. [1918] 270 p. 12°.
Shows how the work of the German schoolmasters made the German people unable to reach the necessary political maturity to assure for themselves, otherwise than by war, an internal and external development in accordance with the general principles of present-day civilization.
1710. Gollancz, Victor and Somervell, David. Political education at a public school. London, W. Collins sons & co. Ltd. [1918] 130 p. 12°.
Assumes that the classics are doomed as the basis of a liberal education. Suggests as a substitute therefor the study of politics, history, English literature, and divinity, and describes an experiment in teaching these subjects in an English public school.
1711. Hanus, Paul H. Germany indicted. *Journal of education*, 88: 451-53, November 7, 1918.
Extracts from an article in *Boston Herald*, October 13, 1918.
An indictment of the German school system by one who was born in Germany.
1712. Le Verrier, Charles. Project of the Washington-Lafayette school. *School and society*, 8: 592-97, November 16, 1918.
This paper was translated from the French by Mrs. Ralph Sanger.
This is the third paper in a series compiled by Henry Fairchild Osborn. The two previous papers told of the conferences in regard to location, character, and aims of the proposed Washington-Lafayette school. The project here given deals with the intellectual education of boys, leaving the physical and moral education for the fourth paper.
1713. Mornet, D. La guerre et l'enseignement après la guerre. *Revue pédagogique*, 73: 79-89, August 1918.
1714. Pani, Alberto J. Una encuesta sobre educacion popular . . . con la colaboracion de numerosos especialistas nacionales y extranjeros y conclusiones finales formuladas por Ezequiel A. Chavez, Paulino Machorro Narvaez y Alfonso Pruneda. Contribución al Primer congreso nacional de ayuntamientos. Mexico, Poder ejecutivo federal, 1918. 313 p. 8°.
A valuable study calling attention to some of the difficulties impeding the diffusion of elementary instruction among the Mexican populace, and suggesting solutions. The opinions and recommendations of numerous prominent educators, and of the Mexican press, are given.
1715. Sellers, Edith. Boy and girl war-products: their reconstruction. *Nineteenth century and after*, 84: 702-16, October 1918.
The effects of war conditions on young people in England.
1716. Sydenham, Lord. Education, science and leadership. *Science*, n. s. 48: 477-84, November 15, 1918.
Presidential address to the annual meeting of the British science guild, June 19, 1918. Discusses the educational situation in England.

EDUCATION AND THE WAR.

1717. Ames, J. S. The trained man of science in the war. *Science*, 48: 401-10, October 25, 1918.
Work of the universities in the war. What men of science have contributed to the military arms of the Government.
1718. Blakely, Paul L. War-aim courses in all the schools. *America*, 20: 45, October 19, 1918.
1719. Calvert, A. C. Public schools in the new war cities. *American city*, 19: 360-62, November 1918.
Describes the plan adopted by the Government for establishing schools for the children of the workers residing in munition reservations. This plan is to be carried out by the Community organization branch of the Ordnance department.
1720. Junior Red cross in school work. *Western journal of education*, 24: 9-14, October 1918.
Junior Red cross program, Arrangement of courses, Junior Red cross Americanization program, Junior Red cross lessons, etc.
1721. Lucas, James Oscar. Our schools in wartime. *Progressive teacher*, 24: 9-10, October 1918.
Changes in the course of study due to the war.
1722. St. Louis. Board of education. War work of the St. Louis public schools. St. Louis, 1918. 161 p. illus. 8°.
Advance print from the Annual report of the Superintendent of instruction, 1917-18.
1723. Thayer, V. T. The schools and the war. *Wisconsin journal of education*, 50: 218-20, October 1918.
1724. Williams, L. A. Forced marches for high schools. *High school journal*, 1: 10-12, November 1918.
Suggests that the high school program for the year be one of highly intensified and concentrated effort to do all in our power to help win the war quickly.

EDUCATIONAL THEORY AND PRACTICE.

1725. Finney, Ross L. The ultimate aim of education. *Educational review*, 56: 305-24, November 1918.
Says that in the present epochal crisis of the world educational theory should adopt "an ultimate aim commensurate with the ideals of democracy and Christianity."
1726. Kendall, Calvin N. and Mirick, George A. How to teach the special subjects. Boston, New York [etc.] Houghton Mifflin company [1918] xvi, 310 p. illus. 12°. *Riverside textbooks in education*, ed. by E. P. Cumberley)
Affords practical assistance to teachers in the management of their morning exercises, special-day programs, the organization of the seal work for the smaller children, and in conducting the instruction in music, drawing, physical training, play, nature study, and agriculture.
1727. Nutting, P. G. The principles of education. *Scientific monthly*, 7: 448-56, November 1918.
Says that "the interrelations between mental, physical, and moral education and general well-being are well known, but rarely taken cognizance of and never made use of for definite ends." Criticizes the methods of training the future expert.

EDUCATIONAL PSYCHOLOGY: CHILD STUDY.

1728. Parsons, J. Herbert. Mind and the nation; a précis of applied psychology. London, John Bale, sons & Danielsson, ltd., 1918. 154 p. 8°.
A brief outline sketch of what the author regards as the scope of psychology in its relations to modern problems, including education; also the aids which psychology provides for elaborating practical schemes of reorganization.

1729. **Taylor, James F.** The classification of pupils in elementary algebra. *Journal of educational psychology*, 9 : 361-80, September 1918.

"An experimental study of the results of dividing a class into three sections according to their ability, and encouraging each section to do work in proportion to their ability. The author considers in detail the effect of this grouping upon both the poorer and the brighter pupils."

EDUCATIONAL TESTS AND MEASUREMENTS.

1730. **Bobbitt, Franklin.** The building principal in the surveys. *Elementary school journal*, 19 : 106-20, October 1918.

Emphasizes the neglect of treatment in survey reports of the principal's functions.

1731. **Boston.** Dept. of educational investigation and measurement. Arithmetic, determining the achievement of pupils in common fractions. Boston, Printing department, 1918. 38 p. tables, diagrs. 8°. (Bulletin no. XV. [Boston. School committee] School document no. 5—1918)

1732. ———. English, determining the achievement of pupils in letter writing. Boston, Printing department, 1918. 35 p. 8°. (Bulletin no. XVI. [Boston. School committee] School document no. 6—1918)

1733. **Foote, John M.** Report on spelling and penmanship in country schools. Baton Rouge, La., Ramires-Jones printing co., 1918. 30 p. 16°. (Louisiana. Department of education. Bulletin no. 1, June 1918)

By the supervisor of rural schools under direction of the state superintendent.

1734. **Gray, William S.** The use of tests in improving instruction. *Elementary school journal*, 19 : 121-42, October 1918.

Describes the procedure which has been adopted by the Elementary school of the University of Chicago in improving its instruction through the use of tests.

1735. **Irwin, H. N.** A preliminary attempt to devise a test of the ability of high school pupils in the mental manipulation of space relations. *School review*, 26 : 654-70, November 1918.

Continued from October number of *School review*.

1736. **La Rue, Daniel W.** The rationale of testing intelligence, with special reference to testing in the army. *Scientific monthly*, 7 : 400-12, November 1918.

1737. **Lohr, Lawrence L.** A Latin form test for use in high school classes. *High school journal*, 1:7-9, 14-17, November, December 1918.

Prepared as a master's thesis in the School of education of the University of North Carolina.

1738. **Mead, Cyrus D. and Johnson, Charles W.** Testing practice material in the fundamentals. p. 287-97. 8°.

Reprinted from the *Journal of educational psychology*, May 1918.

Results of a study testing the comparative values of two kinds of practice material in the fundamentals of arithmetic with 200 pupils divided into groups.

1739. **Stickland, Georgina I.** The influence of practice on the correlation of abilities. *Journal of educational psychology*, 9 : 393-99, September 1918.

"A study of the reaction of 15 college students to the five tests, color-naming, tapping, adding, multiplying, and word-building. There is a gradual increase in the amount of the correlation up to the fifteenth or twentieth trial, when the correlation remains stationary or even declines somewhat."

SPECIAL METHODS OF INSTRUCTION.

1740. **Knapp, Charles.** Dr. Flexner's critics. *Classical weekly*, 12 : 9-10, 17-18, 25-26, 33-35, October 14, 21, 28, November 11, 1918.

An editorial review of the arguments for and against Dr. Flexner's Modern school.

1741. **Painter, George S.** The psychology of visual instruction. *Journal of the New York state teachers' association*, 5 : 210-17, October 1918.

SPECIAL SUBJECTS OF CURRICULUM.

1742. **Allen, Genieve M.** Developing and testing appreciation of literature. *Education*, 39 : 139-41, November 1918.
1743. **Anthropology as a university subject.** *New Zealand journal of science and technology* (Wellington, N. Z.) 1 : 258-64, September 1918.
A series of letters by noted educational men of England, showing the cultural and educative value of anthropology.
1744. **Brooks, Fowler D.** The upper grade history teacher's opportunity. *Normal instructor and primary plans*, 28 : 47-48, November 1918.
Discusses methods, current events, social and industrial problems, and liberty and our free institutions.
1745. **Clément, Marguerite.** L'enseignement du français aux États-Unis. *Revue de l'enseignement des langues vivantes*, 35 : 345-47, August-September-October 1918.
Tells of the opportunities for Frenchwomen in teaching French in America.
1746. **Committee to inquire into the position of natural science in the educational system of Great Britain.** Report of the committee appointed by the prime minister to inquire into the position of natural science in the educational system of Great Britain. Presented to Parliament by command of His Majesty. London, H. M. Stationery office, 1918. 86 p. f°. (Cd. 9011.)
1747. **Elbert, J. Aloysius.** Modern language text-books. *America*, 20 : 93-94, November 2, 1918.
Speaks particularly of German texts.
1748. **Evans, George W.** The reconstruction of the mathematical requirement. *Mathematics teacher*, 11 : 26-33, September 1918.
The mathematical requirement in the high school.
1749. **Hathaway, Esse V.** The building of an English course of study. *English journal*, 7 : 526-32, October 1918.
Work of the Des Moines English association.
1750. **Heffron, John L.** The importance of the classics in education, from the standpoint of medicine. *School and society*, 8 : 518-21, November 2, 1918.
Read before the Classical section of the New York state teachers' association.
1751. **Leo, Brother.** The feeling for literature. *Catholic educational review*, 16: 210-19, October 1918.
A paper read at the meeting of the Catholic educational association, San Francisco, July 24, 1918.
The writer says that the problem of English teaching will never be solved until the teachers experience a feeling for literature, a love for good books.
Also in *Catholic school journal*, 18:251-52, 275, November 1918; *Educational review*, 56:294-304, November 1918.
1752. **Lovell, Grace.** Some psychological aspects of the teaching of Latin. *American schoolmaster*, 11: 340-49, October 15, 1918.
The contribution of Latin to the aims of education and the adaptation of the course of study to these aims.
1753. **Perkins, Albert S.** Report of the committee on questionnaire. *Classical journal*, 14 : 84-96, November 1918.
Questionnaire regarding classical education sent to teachers of Latin and Greek, school superintendents, instructors of pedagogy and educational psychology in normal schools and colleges. Report read at the 13th meeting of the Classical association of New England, March 23, 1918.

1754. **Pound, Olivia.** High school Latin and the newly formulated aims of secondary education. *Classical journal*, 14 : 111-18, November 1918.

Says that Latin makes an important contribution to the pupils' vocational, civic, ethical, and aesthetic education.

1755. **Scott, Frank W.** The relation of composition to the rest of the curriculum. *English journal*, 7 : 512-20, October 1918.

Advocates teaching more rhetoric, more study and reading of good English prose by college students.

1756. **Teaching**, vol. 4, no. 3, October 1918. (Methods in physics and elementary science.)

Contains: 1. J. P. Drake: Progressive changes in the teaching of physics, p. 4-6. 2. E. A. Stewart: Physical science in the grades, p. 6-10. 3. Florence G. Billig: A study of the atmosphere by an elementary science class, p. 11-14. 4. E. V. Floyd: Household physics: its nature and presentation, p. 15-18. 5. Elizabeth Morgan: Electricity in the home, p. 19-21. 6. J. P. Drake: Laboratory experiments and equipment for high schools, p. 27-32.

KINDERGARTEN AND PRIMARY SCHOOL.

1757. **Aubin, A.** Les exercices de récitation à l'école primaire élémentaire. *Revue pédagogique*, 73 : 1-23, July 1918.

1758. **Binzel, Alma L.** General character and work of measurements in the grades and the need of these in the kindergarten field. *Kindergarten and first grade*, 3 : 353-57, November 1918.

Paper given before the International kindergarten union, Chicago.

1759. **White, Jessie.** Progress of the Montessori method in England. *School guardian* (London) 43 : 277-79, October 19, 1918.

1760. **Woodward, Elizabeth A.** The children's year and the opportunity of the kindergarten for conservation work in congested cities. *Kindergarten and first grade*, 3 : 366-70, November 1918.

Address given before the Kindergarten department, National education association.

Divided into five parts, as follows: (1) The children's year; (2) Americanization work conducted by kindergartners in congested cities; (3) The part the kindergarten is to play in the child conservation program; (4) The right of every child to be admitted into the public schools at the age of four; and (5) Further suggestions for a war modified program.

RURAL EDUCATION.

1761. **Carothers, W. H.** Preparation of a village superintendent. *Journal of education*, 88 : 396-98, October 24, 1918.

Discusses problems which are peculiar to village education.

1762. **Finney, Ross L.** The relations of the village principal to his board. *American school board journal*, 57 : 23-24, November 1918.

"The functions and relations of the supervising principal from his own standpoint. The author writes from many years of experience and observation."

1763. **Fogarty, W. S.** Transportation of school children. *American school board journal*, 57 : 25-27, 69-70, November 1918. illus.

1764. **Lewis, Charles D.** An investigation of the comparative standing of pupils from one-teacher elementary schools and graded schools when working together in the high school. *Kentucky high school quarterly*, 4 : 3-16, October 1918.

The writer says in conclusion, "In spite of the fact that Kentucky is behind in education, especially in its rural schools, the pupils from these schools, with a short term and poorly paid and trained teachers, have not only held their own, but slightly surpassed those from the graded schools of towns and villages . . ."

1765. **Pyle, W. H. and Collings, P. E.** The mental and physical development of rural children. *School and society*, 8 : 534-39, November 2, 1918.

Says that country girls excel country boys at every age. There is more difference between city and country boys than between city and country girls. There is more difference between country girls and boys than between city girls and boys. It therefore follows that the country girl shows up more favorably mentally than the country boy.

SECONDARY EDUCATION.

1766. **Edmondson, J. B.** Advertising high-school opportunities. *American school board journal*, 57 : 29-31, November 1918.

The aims of high-school publicity, selection of facts for publicity, etc.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1767. **Bagley, W. C.** The status of the classroom teacher. *School and home education*, 38 : 59-61, November 1918.

A paper presented before the Department of classroom teachers, National education association, Pittsburgh, July 2, 1918.

1768. **Cattell, J. McKeen.** Life insurance and annuities for academic teachers. *School and society*, 8 : 541-49, November 9, 1918.

Discusses the inability of the Carnegie foundation for the advancement of teaching to pay its annuities and its proposal to establish a contributory and compulsory system of annuities.

1769. **Life, Frank M.** Practice teaching for high-school teachers. *School review*, 26 : 671-83, November 1918.

Study based on questionnaire sent to the heads of departments of education of the various States throughout the United States. Says that the average number of practice-teaching students per institution per year is vastly less than the capacity for giving this work.

1770. **Martin, T. T.** A practical and ideal county institute—its essential factors. *Educator-journal*, 19 : 129-33, November 1918.

1771. **National council of normal school presidents.** Report of committee of normal school standards and surveys. *Wisconsin journal of education*, 50 : 221-24, October 1918.

The report is divided into three parts, as follows (1) The purpose, scope and relations of the normal school; (2) Some proposed standards; and (3) How schools may survey themselves, and cooperate with the committee in revision and closer definition of the standards.

1772. **Purcell, Helen E.** Chorus-girl personalities vs. teaching personalities. *American school board journal*, 57 : 31-32, November 1918.

Gives the minimum qualities for which superintendents and school boards should look when selecting a teacher.

1773. **Smith, E. E.** The married woman teacher. *American schoolmaster*, 11 : 356-59, October 15, 1918.

Reprinted, by permission, from *The Public*, New York city, issue of June 22, 1918. Arguments in favor of the married woman teacher.

1774. **Stimson, Rufus W.** Professional improvement work for teachers of high school agriculture. *American education*, 22 : 69-71, 117-19, October, November 1918.

1775. **Taylor, W. S.** Project methods in teacher-training courses. *School and society*, 8 : 487-90, October 26, 1918.

Paper prepared for Department of rural and agricultural education, National education association, Pittsburgh, 1918.

1776. **Updegraff, Harlan.** Teachers' salaries and the increased cost of living. *American school board journal*, 57 : 22, 63, November 1918.

This paper is an extract from an address delivered before the "Pennsylvania schoolmen's week," University of Pennsylvania, April 11-13, 1918.

1777. [Whitbeck, Ray Hughes.] Geography teachers. *Journal of geography*, 17 : 107-10, November 1918.

Discussed under the following headings: The making of a teacher; Education and training; Unsatisfactory results of geography teaching; Need of more geography in normal schools; and Partial remedies.

1778. Withers, John W. The training of teachers in service. *Elementary school journal*, 19 : 95-105, October 1918.

Method of training teachers in St. Louis, Mo. Work of the Harris teachers college.

HIGHER EDUCATION.

1779. Anderson, L. F. "University of Michiganiana." *Nation*, 107 : 550-51, November 9, 1918.

Review of the act creating the University of Michiganiana. Strange terminology of its provisions for centralized educational control; remarkable nomenclature of the sciences.

1780. Coulter, Charles W. Should the college student borrow? *Education*, 39 : 170-75, November 1918.

On paying one's way through college. Says that the old commercial maxim is applicable also to academic financing: "There are times when it pays to borrow."

SCHOOL ADMINISTRATION.

1781. [Answers to a letter by state superintendent F. B. Pearson to the members of the Committee on school policy of the state of Ohio] *Ohio educational monthly*, 67 : 398-410, October 1918.

The answers of B. F. Stanton, Hiram R. Wilson, and F. V. West, concerning waste in school procedure and other questions of school policy.

1782. Averill, W. A. The ages of pupils and their progress through the elementary grades. First steps in statewide educational accounting, Second paper, April 1918. Albany, N. Y., 1918. 56 p. tables, diagrs. 8°.

Also issued as University of the state of New York bulletin no. 685. 54 p.

A handbook showing the statistical technique, tabulation, and graphic presentation of the salient features of age-progress problems in elementary schools.

1783. Blakely, Paul L. Do we want "Prussianized" schools? *America*, 20 : 106-7, November 9, 1918.

Questions the wisdom of the Smith bill for creating a Department of education.

1784. Judd, Charles H. Analyzing textbooks. *Elementary school journal*, 19 : 143-54, October 1918.

Says that the study of textbooks should become a regular part of the duty of every school officer.

1785. ———. The high-school principal. *School review*, 26 : 641-53, November 1918.

Methods of supervision described by school principals and superintendents. Writer advocates reporting of experiments in order to stimulate the administrative genius of principals in devising new methods of procedure.

1786. Lange, Alexis F. State board of education. Committee of twenty-one on reorganization of public-school system; report of subcommittee on school administration. *Sierra educational news*, 14 : 455-60, October 1918.

Discusses the minimum essentials of a state system; a state department of education; and the county unit.

1787. The small board of education. *School*, 30 : 62, 77, October 10, 17, 1918.

Shall it be enlarged or be transformed into a paid board? Views of the New York city commissioners.

1788. **Spaulding, Frank E.** The making of a school budget. *School review*, 26: 684-93, November 1918.

Says that the budget stimulates the superintendent and the board of education as well as shows to the public the policies that have been formulated.

SCHOOL MANAGEMENT.

1789. **Burr, A. W.** Directed study. *Wisconsin journal of education*, 50: 254-58, November 1918.

Gives a plan for supervising the study of children.

1790. **Gowans, E. G.** Supervision of instruction. *Utah educational review*, 12: 12-14, September-October; 12-13, November 1918.

1791. **Martin, A. S.** The long school day and directed study. *Education*, 39: 158-64, November 1918.

Advocates the change to a long school day because of its increased efficiency.

1792. **Mayberry, L. W.** The next step in how to study. *Kansas teacher*, 8: 57-59, November 1918.

Deals particularly with supervised study.

1793. **Schmidt, Austin G.** Education. "Company, 'Tention!'" *America*, 20: 117-18, November 9, 1918.

Shows how school incentives have been done away with so that now a teacher has only two—love and a sense of duty. Thinks that these two motives do not secure results. Speaks of Uncle Sam's method of making better citizens.

1794. **Sears, J. B.** Classroom organization and control. Boston, New York [etc.] Houghton Mifflin company [1918]. 300 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

1795. **Young, Walter H.** The relation of school management to discipline. *Education*, 39: 149-57, November 1918.

Second paper of series. Discusses school discipline.

SCHOOL ARCHITECTURE.

1796. **Lockhart, G. L.** Public schools. Their construction, heating, ventilation, sanitation, lighting and equipment. St. Paul, Minn., H. W. Kingston company [1918] 211 p. illus., plans. 4°.

SCHOOL HYGIENE AND SANITATION.

1797. **Averill, Lawrence Augustus.** School hygiene and training for citizenship. *American journal of school hygiene*, 2: 101-14, September 1918.

A suggested course of study in hygiene for the public schools.

1798. **Heizer, W. L. and Gilbert, Mrs. V. O.** Health and sanitation through the public schools of Kentucky. [Frankfort, Ky., The State journal company, 1918?] 183 p. illus., diagrs. 12°.

1799. **Jones, Kyle.** Medical inspection of schools. *Inter-mountain educator*, 14: 17-21, October 1918.

Gives a brief history of the movement for medical inspection and then outlines a plan of medical inspection for an elementary school system.

1800. **Kelly, Helen Winifred and Bradshaw, Mabel C.** A handbook for school nurses. New York, The Macmillan company, 1918. 109 p. forms. 12°.

1801. **Rapeer, Louis W.** Rural school health work. *Journal of the New York state teachers' association*, 5: 225-31, October 1918.

PHYSICAL TRAINING.

1802. Kleeberger, F. L. Essentials of physical education in relation to military training in public schools. *School and society*, 8 : 529-31, November 2, 1918.

1803. Sundwall, John. University physical education and efficiency. *School and society*, 8 : 511-17, 549-57, 576-82, November 2, 9, 16, 1918.

Why physical education as conducted in our universities has failed to contribute to the physical welfare of our country. A plan of reorganization by which this department may be made more effective and influential in maintaining national health and vigor.

SOCIAL ASPECTS OF EDUCATION.

1804. Burns, Hazel F. The group socialized recitation. *Education*, 39 : 176-81, November 1918.

Says that the group work offers "a true development of the individual as a member of society, and prepares him to render the best service of which he is capable to his fellow-men."

1805. Clarke, Mrs. Ida Clyde (Gallagher). The little democracy, a text-book on community organization. With introduction by P. P. Claxton ... New York [etc.] D. Appleton and company, 1918. xv, 252, [1] p. illus. (forms) 12°.

CONTENTS.—Introduction, by Dr. P. P. Claxton.—The community center movement.—Organizing the community center (as recommended by the United States Bureau of education).—A model constitution.—The community forum, the neighborhood club, and the home and school league (as suggested by Dr. Henry E. Jackson, government expert in community work).—Community buying and banking (as suggested by Dr. Henry E. Jackson).—The community garden (plan recommended by Professor Hugh Findlay of U. S. Dept. of agriculture).—The community market (plan recommended by the United States Bureau of markets).—The community kitchen.—Organizing the rural community (plan suggested by United States Department of agriculture).—Boys' and girls' clubs (plan in operation by the United States Department of agriculture).—Mothers' and daughters' clubs (plan in operation by the United States Department of agriculture).—Community music.—Community drama.

1806. Ferris, Helen J. Girls' clubs; their organization and management. A manual for workers. New York, E. P. Dutton & company [1918] xiii, 383 p. illus. 12°.

1807. Flannery, M. J. Education: the socializing of the individual. *Education*, 39 : 129-38, November 1918.

Says that the whole attitude of the present-day "scientific" educator is founded on a biology which is open to serious doubt.

MORAL EDUCATION.

1808. Green, Jenny Lind. Character-building content of arithmetic. *Mathematics teacher*, 11:36-41, September 1918.

The socialized content of arithmetic and its ethical value.

1809. Peters, Charles Clinton. Human conduct; a textbook in general philosophy and applied psychology for students in high schools, academies, junior colleges, and for the general reader. New York. The Macmillan company, 1918. xii, 430 p. 12°.

Undertakes to combine into an integrated elementary course materials selected from psychology, logic, ethics, and the psychology and philosophy of religion.

1810. Pritchard, Eric. Suggestion as a factor in the moral education of children. *Parents' review*, 29:561-70, October 1918.

RELIGIOUS EDUCATION.

1811. **Council of church boards of education.** Religious work at state institutions. American college bulletin, 1:1-22, June 29, 1918.
1812. **Hoben, Allan.** The church school of citizenship. Chicago, Ill., The University of Chicago press [1918] 177 p. 12°
Presents the Christian objectives of citizenship as implicit in the gospel and conducive to the highest personal attainment in religious experience. Offers suggestive, but not formal, programs for use in the church school.
1813. **Wells, Wesley E.** The theory of recapitulation and the religious and moral discipline of children. American journal of psychology, 29:371-82, October 1918.

MANUAL AND VOCATIONAL TRAINING.

1814. **Bradburn, William.** Industrial work in English elementary schools. Manual training magazine, 20:77-81, November 1918.
The first article in a series designed to present a brief historical account of "Handwork" as it existed in English schools prior to its modern adoption and development. This first article deals with the Charity schools of the 18th century.
1815. **Johnston, G. E.** The establishment of a corporation school. National association of corporation schools bulletin, 5:491-99, November 1918.
A thesis submitted in the course on corporation schools conducted at New York university.
1816. **Kohler, Albert.** L'enseignement technique supérieur et l'université. Éducation, 10:148-62, June-September 1918.
1817. **Sealock, W. E.** Background of the present movement for vocational education. Midland schools, 33:5-7, September 1918.
1818. **Taylor, E. T.** The adaptation of manual training to community needs. Journal of the New York state teachers' association, 5:217-24, October 1918.
1819. **U. S. Federal board for vocational education.** Part-time trade and industrial education. Washington, Government printing office, 1918. 52 p. 8°. (Bulletin no. 19, Trade and industrial series no. 3)
1820. ———. Trade and industrial education. Organization and administration. Washington, Government printing office, 1918. 125 p. 8°. (Bulletin no. 17, Trade and industrial education series no. 1, October 1918)

VOCATIONAL GUIDANCE.

1821. **Fontègne, Julien.** Comment se pose la question d'orientation professionnelle. Éducation, 10:163-77, June-September 1918.
Principles and methods of vocational guidance from a French point of view.

AGRICULTURAL EDUCATION.

1822. **American association of farmers' institute workers.** Proceedings of the twenty-second annual meeting . . . Washington, D. C., November 12-14, 1917. Dover, Del., 1918. 139 p. 8°. (Wesley Webb, secretary, Dover Del.)
1823. **Ness, H.** Agricultural textbooks for our public schools. Science, n. s. 48:484-86, November 15, 1918.
1824. **Smart, Thomas J.** The policies of state superintendents toward students entering agricultural employment during the war. School and society, 8:481-87, October 26, 1918.
The policy of giving credits for farm work.

1825. **U. S. Federal board for vocational education.** The home project as a phase of vocational agricultural education. Washington, Government printing office, 1918. 43 p. 8°. (Bulletin no. 21, Agricultural series, no. 3, September 1918)

COMMERCIAL EDUCATION.

1826. **Swiggett, Glen Levin.** Education for foreign service. Bulletin of the American institute of banking, 1:188-93, October 1918.

PROFESSIONAL EDUCATION.

1827. **Ketchum, Milo S.** Essentials in engineering education. Engineering education, 9 : 44-55, October 1918.
1828. **Mann, Charles Riborg.** Report of the joint committee on engineering education. Engineering education, 9 : 16-32, September 1918.
1829. ———. A study of engineering education; prepared for the joint committee on engineering education of the national engineering societies. New York city, Carnegie foundation for the advancement of teaching, 1918. 139 p. 4°. (Carnegie foundation for the advancement of teaching. Bulletin number eleven)

The purpose of this study is not so much to record the details of engineering teaching in the various schools as to examine the fundamental question of the right methods of teaching and of the preparation of young men for the engineering professions: to examine the curriculum of to-day and the methods of teaching now employed, and to suggest in the light of 50 years of experience the pedagogic basis of the course of study intended to prepare young men for the work demanded of the engineer of to-day.

1830. **Robins, Henry B.** The theological curriculum and a teaching ministry. American journal of theology, 22 : 465-78, October 1918.
1831. **Starratt, F. A.** The demands of the rural church upon the theological curriculum. American journal of theology, 22 : 479-96, October 1918.

CIVIC EDUCATION.

1832. **Barnard, J. Lynn.** Civics teaching in the schools as affected by the war. Current education, 22 : 247-63, November 1918.
 Grades I to IX.
 A paper read before the Council of elementary school principals and teachers, at Syracuse, N. Y., December 28, 1917.
1833. **Cabot, Ella Lyman.** A course in citizenship and patriotism; by Ella Lyman Cabot, Fannie Fern Andrews, Fanny E. Coe, Mabel Hill, Mary McSkimmon; with an introduction by William Howard Taft. Rev. ed. Boston, New York [etc.] Houghton Mifflin company [1918] xxii, 386 p. 12°.
1834. **Monroe, Paul and Miller, Irving E., ed.** The American spirit; a basis for world democracy. Yonkers-on-Hudson, N. Y., World book company, 1918. xv, 336 p. 12°.
1835. **Smith, John F.** Our neighborhood; good citizenship in rural communities. Philadelphia, Chicago, The John C. Winston company [1918] 262 p. illus. 12°.
1836. **Stickle, W. A.** History and civics as a training for citizenship. School (Toronto), 7 : 168-73, November 1918.

AMERICANIZATION OF IMMIGRANTS.

1837. **Goldberger, Henry H.** How to teach English to foreigners. [New York, 1918] 63 p. 8°.

Author is instructor in methods of teaching English to foreigners, Teachers' college, Columbia university, and director of the Americanization institute, New York city.

1838. **Mahoney, John J. and Herlihy, Charles M.** First steps in Americanization; a handbook for teachers. Boston, New York [etc.] Houghton Mifflin company [1918] 143 p. 12°.

Sources and references: p. 123-43.

MILITARY EDUCATION.

1839. **Conard, H. E.** Army educational work. Ohio teacher, 39 : 63-65, October 1918.

Educational program of the National war work council.

1840. **Hibben, John G. and Schurman, Jacob G.** The university cantonment. Bookman, 48 : 288-95, November 1918.

Describes the Students' army training corps of Princeton and Cornell.

REEDUCATION OF WAR INVALIDS.

1841. **American academy of political and social science.** Rehabilitation of the wounded. Philadelphia, American academy of political and social science, 1918. 164 p. 8°. (Annals of the American academy of political and social science, vol. 80, no. 169, November 1918)

Contains: 1. F. D. Patterson: Industrial training for the wounded, p. 40-42. 2. Margaret A. Neall: Philadelphia school for occupational therapy, p. 58-61. 3. C. A. Prosser: A federal program for the vocational rehabilitation of disabled soldiers and sailors, p. 117-22. 4. J. P. Munroe: The advantages of national auspices of re-education, p. 123-30. 5. T. B. Kidner: Vocational work of the Invalided soldiers' commission of Canada, p. 141-49. 6. Henry Chelwell: Plans for the education of disabled and convalescent officers of British and allied forces, p. 153-57.

1842. **Chaney, Augusta Scott.** The modern status of the war cripple. Southern workman, 47 : 529-34, November 1918.

1843. **U. S. Federal board for vocational education.** To the disabled soldier and sailor in the hospital. Washington, Government printing office, 1918. 16 p. 8°. (Monograph no. 1, Vocational rehabilitation series no. 1, November 1918.)

1844. **Williams, Jesse F.** Conservation of the nation's most valuable resources. Educational review, 56 : 325-38, November 1918.

Work of the Federal board for vocational education described; rehabilitation of disabled soldiers, etc.

EDUCATION OF WOMEN.

1845. **Dugas, L.** Les idées de Stendhal sur l'éducation des femmes. Éducation, 10 : 183-47, June-September 1918.

1846. **Larrison, Eleanor B.** The association of boys and girls in the teens. Education, 39 : 142-48, November 1918.

Discusses coeducation in secondary schools.

1847. **Molloy, Mary A.** Catholic colleges for women. Catholic educational review, 16 : 229-34, October 1918.

A paper read before the Conference of women's colleges at the annual meeting of the Catholic educational association, San Francisco, Cal., June 24, 1918.

Discusses the subject of cooperation and centralization among Catholic colleges for women.

NEGRO EDUCATION.

1848. **Davis, Jackson.** Negro training and racial good-will. *American review of reviews*, 58: 521-28, November 1918.

A résumé of the various activities of Hampton institute, Va. Illustrated.

EDUCATION OF BLIND AND DEAF.

1849. **Henderson, Myrtle L.** Problems of the mother of the young deaf child. *Volta review*, 20: 619-24, October 1918.

One of the prize essays written for the American association to promote the teaching of speech to the deaf; the subject being: "Teaching and training little deaf children in the home from infancy to school age." To be continued.

1850. **Kinzie, Cora Elsie and Kinzie, Rose.** Kinzie method of speech-reading for the deaf. *Volta review*, 20: 627-30, October 1918.

Continued from September number.

EXCEPTIONAL CHILDREN.

1851. **Nicholson, A. F.** The present day problem of juvenile delinquency. *Child (London)* 9: 1-16, October 1918.

Conditions in England described.

EDUCATION EXTENSION.

1852. **Bosanquet, Helen.** A great opportunity. *Contemporary review*, 114: 396-401, October 1918.

A plea to men and women who have enjoyed a liberal education to take a large share in the work of the continuation schools of the future, including the active teaching and guiding of young people.

1853. **Moyer, James A.** Correspondence courses, department of university extension. *Educational standards*, 6: 21-25, November 1918.

The work of the department of university extension of the Massachusetts board of education.

1854. **Wilson, G. M.** Extra summer session credit. *School and society*, 8: 444-49, October 12, 1918.

Gives a summary of the practices of 56 higher institutions with reference to permitting students of maturity and ability to carry extra work in the summer session.

LIBRARIES AND READING.

1855. **Barnes, Mrs. Harold.** Learning patriotism from books. *Public libraries*, 23: 416-19, November 1918.

Read at the Conference on children's reading, Grand Rapids, Mich., April 4, 1918.

1856. **Clapp, John M.** Reading aloud: War-time suggestions. [Charleston, Ill., Eastern Illinois state normal school, 1918] 13 p. 8°. (The Normal school bulletin, no. 61, July 1, 1918)

1857. **Koch, Theodore W.** Books and bullets. *American review of reviews*, 58: 503-8, November 1918.

Describes the camp libraries of the American library association. Work "over seas."

1858. **Ridington, John.** The university, the university library, and the returned soldier. *Library journal*, 43: 808-15, November 1918.

1859. **Stockbridge, Frank Parker.** Giving the soldiers books to read. *World's work*, 37: 83-86, November 1918.

The American library association's war service; our army a reading army; books in 40 different languages and on every conceivable subject; duties of a camp librarian; giving the soldier the book he needs when he wants it.





DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1919, No. 1

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

JANUARY, 1919



WASHINGTON
GOVERNMENT PRINTING OFFICE
1919

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CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Education and the war—Educational theory and practice—Educational psychology: Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—Commercial education—Professional education—Civic education—Americanization of immigrants—Military training—Education of soldiers—Education of women—Indian education—Education of blind and deaf—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1880. Arkansas state teachers' association. Proceedings of the fiftieth annual session. . . Little Rock, April 4-6, 1918. Little Rock, Ark., H. G. Pugh printing company, 1918. 126p. 8°. (Educational bulletin, vol. 2, no. 4, vol. 3, no. 1, June 1918) (Miss Annie Griffey, secretary, Little Rock, Ark.)

Contains: 1. W. E. Laseter: Making democracy safe through our schools, p. 40-47. 2. J. B. Jewell: Education and democracy, p. 61-67. 3. T. J. Jones: What democracy means to us, p. 73-75. 4. J. C. Futrell: The Smith-Hughes act, p. 87-92.

1861. Michigan schoolmasters' club. Journal . . . fifty-third meeting, held in Ann Arbor, March 28-29, 1918. Ann Arbor, Mich. [1918] 157p. 8°. (Louis P. Jocelyn, secretary, Ann Arbor, Mich.)

Contains: 1. G. M. Whipple: Experiments in the education of gifted children, p. 8-23. 2. W. N. Stearns: Can Greek come back? p. 24-29. 3. Flora I. MacKenzie: Socializing Latin, p. 32-37. 4. J. W. Scholl: German teaching in our schools during and after the war, p. 41-49. 5. G. S. Lasher: English and the project method, p. 61-67. 6. H. S. Doolittle: A one year course in household chemistry, p. 76-81. 7. S. A. Courtis: The value of measurement to teachers of high school mathematics, p. 87-94. 8. Grace Ellis: War and the physiology teacher, p. 95-100. 9. E. H. Gardner: Teaching business correspondence, p. 105-11. 10. R. D. Calkins: Commercial geography from the regional point of view, p. 113-19. 11. G. M. Whipple: What superintendents and other school administrators ought to know of educational measurement, p. 120-31.

1862. Mississippi teachers' association. Proceedings of the thirty-third annual meeting. . . Jackson, Miss., May 2-4, 1918. 61p. 8°. (H. L. McCleskey, secretary, Hattiesburg, Miss.)

1863. National education association. Journal of proceedings and addresses of the fifty-sixth annual meeting. . . Pittsburgh, Pa., June 29-July 6, 1918. Journal of the National education association, 3: 79-150, October 1918.

Contains: *General Sessions*.—1. David Snedden: Education toward the formation of moral character, p. 79-84. 2. M. G. Brumbaugh: New world-standards of educational efficiency, p. 84-87. 3. A. F. West: The immortal conflict, p. 87-90. 4. G. S. Hall: Some educational values of war, p. 96-100. 5. D. E. Phillips: The war and university reform, p. 100-103. 6. F. K. Lane: The new Americanism, p. 104-8. 7. W. R. Siders: War-modified education, the teachers, and the schools, p. 115-17. 8. Cora W. Stewart: War-modified education and illiteracy, p. 117-20. 9. Milton Fairchild: Character education, p. 120-22. 10. A. E. Winship: War-modified education and the rise of the common people thru it, p. 123-24.

National Council of Education.—11. A. D. Yocum: Democratic factors in American education, p. 131-33. 12. T. D. Wood: A National program of health education, p. 134-36.

Department of Higher Education.—13. J. H. MacCracken: The bill for a National department of education, p. 137-41. 14. J. P. Munroe: Education after the war, p. 142-45.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1864. Bradford, Gamaliel. Mary Lyon. Atlantic monthly, 122: 785-96, December 1918.

Life and character of the foundress of Mount Holyoke college.

1865. Finegan, Thomas E. Struggle for free schools in New York. State service (Albany, N. Y.) 2: 3-14, November 1918.

Story of a fight which lasted half a century before victory crowned the efforts of the pioneer advocates.

1866. Jones, Arthur J. Early schools in Worcester, Mass. Educational administration and supervision, 4: 417-24, October 1918.

Presents some interesting data concerning the schools of Worcester, Mass., brought to light recently by gathering material for a study of the grading system in our schools.

1867. Larsen, Joakim. Den danske folkeskoles historie. Copenhagen, J. H. Schultz forlagsboghhandel, 1918. 141 p. 8°.

1868. Maltby, S. E. Manchester and the movement for national elementary education 1800-1870. Manchester. University press; London, New York, etc., Longmans, Green & co., 1918. 172 p. charts. 8°. (Publications of the University of Manchester. Educational series no. 8)

1869. *Moderator-topics*, vol. 39, no. 14, December 5, 1918. (A memorial number to Henry R. Pattengill)
Contains articles on Mr. Pattengill as a factor in education, as superintendent of public instruction, etc.
1870. *Muret, Maurice*. The education of William II. *Atlantic monthly*, 122: 848-58, December 1918.
Sketches briefly in a fair-minded and sympathetic spirit the education received by the former Kaiser of Germany.
1871. *O'Shea, M. V.* President Van Hise and the University of Wisconsin. *Wisconsin journal of education*, 50: 276-79, December 1918.
1872. *Schuetz, Brother John J.* The origin of the teaching brotherhoods. Washington, D. C., 1918. 104 p. 8°.
A dissertation submitted to the faculty of philosophy of the Catholic university of America in partial fulfillment of the requirements for the degree of doctor of philosophy.

CURRENT EDUCATIONAL CONDITIONS,

GENERAL AND UNITED STATES.

1873. *Bizzell, W. B. and Duncan, M. H.* Present day tendencies of education. Chicago, New York, Rand McNally & company [1918] x, 256p. 12°.
1874. *Claxton, Philander P.* [Education in mill villages.] In *Cotton manufacturers association of North Carolina. Proceedings*, 1918. p. 53-60.
(Issued from the secretary's office, 302 Law building, Charlotte, N. C.)
1875. *Education in the United States. Times educational supplement* (London) 9: 465-66, 480, 492, 504, 516, October 31, November 7, 14, 21, 28, 1918.
I. Education of a democracy.—II. Elementary education.—III. Secondary education.—IV. Rural education.—V. Vocational education.
1876. *Fichandler, Alexander*. New schools for old. *Arbitrator*, 1: 7-11, September 1918.
Comments by Professor West and Mr. Fichandler, p. 11-13.
Outlines a program for education conducive to the best interests of democracy.
1877. *General education board. The Gary public schools. New York, General education board*, 1918. plates. 12°.
The results of this study of the Gary public schools, undertaken on the invitation of the superintendent and the Board of education of Gary, are to be published in eight parts, of which the following have so far been received:
1. The Gary schools: a general account; by Abraham Flexner and Frank P. Bachman. 265p.
2. Organization and administration; by George D. Strayer and Frank P. Bachman. 126p. tables.
3. Costs, school year 1915-1916; by Frank P. Bachman and Ralph Bowman. 86p. tables.
4. Industrial work; by Charles R. Richards. 204p. tables.
5. Household arts; by Eva W. White. 49p. tables.
1878. *Lane, Franklin K.* Annual report of the secretary of the interior for the fiscal year ended June 30, 1918. Washington, Government printing office, 1918. 193p. 8°.
Discusses present conditions and prospects with reference to education as a national concern, education of native-born illiterates, negroes, and the foreign-born, and Americanization.
1879. *Ogden, E. M.* Prospective changes in educational standards and ideals. *School and society*, 8: 661-66, December 7, 1918.
Read before the Interstate schoolmasters' club, at Elmira, N. Y., October 12, 1918.
Says that "the problem before us is so to adjust our programs that the introduction of the vocational training may give us a new outlook upon culture. Thus may the cultural courses be revived and retained as a necessary complement to the more practical training that is demanded of us."

1880. Ohlinger, Gustavus. Prussianizing American schools. Bookman, 48: 415-22, December 1918.
Presents some features of the German propaganda movement in the United States preceding the great war.
1881. Sears, Louis M. Some trends in business and education. Education, 89: 193-201, December 1918.
Work of the schools in extending ideas on social and political relations; the share of civics in molding the education of the young American.

FOREIGN COUNTRIES.

1882. Educational reform in Germany. Educational review, 56: 405-14, December 1918.
Reprinted from the Educational supplement to the London Times, September 19 and 26, 1918.
1883. Findlay, J. J., ed. The young wage-earner and the problem of his education. Essays and reports edited by J. J. Findlay with the committee of the Uplands association. London, Sidgwick & Jackson, Ltd., 1918. xiv, 211 p. 12".
Discusses present conditions in England.
1884. Herriott, Edouard. A new age, a new school. American schoolmaster, 11: 383-88, November 15, 1918.
Translated from the Manuel general de l'instruction primaire, by R. Clyde Ford, professor of modern languages, State normal college, Ypsilanti, Michigan. The future for education in France.
1885. Kandel, I. J. Educational progress in England. Educational review, 56: 361-73, December 1918.
A review of the Fisher education bill.
1886. Maugain, Gabriel. Les professeurs italiens et la science allemande. II. Le procès de la culture allemande. III. Les sanctions. Revue internationale de l'enseignement, 38: 369-85, September-October 1918.
1887. Montoro, Rafael. Popular education. Inter-America, 2: 79-81, December 1918.
Problem of popular education in Cuba.
1888. Sakamoto, Kiyeshi. School life in Japan. School news and practical educator, 32: 184-88, December 1918. illus.
The first of a series of articles.
1889. Williams, G. Perrie. Welsh education in sunlight and shadow. London, Constable and company, Ltd., 1918. 310p. 12".

EDUCATION AND THE WAR.

1890. Connecticut. State board of education. War's effects on the high schools of Connecticut. Hartford, Conn., State board of education, 1918. 26p. 8". (High school bulletin 3, series 1918-1919)
1891. Corwin, Robert N. A reconstruction programme. Yale alumni weekly, 28: 261-64, November 29, 1918.
Changes in university education that will result from the war.
1892. Dewey, John. The problem of secondary education after the war. Sierra educational news, 14: 571-72, December 1918.
1893. ——— Vocational education in the light of the world war. Chicago, 1918. [8p.] 8". (Bulletin no. 4, January 1918)
Read at the convention of the Vocational education association of the Middle West, Chicago, January 25, 1918.
Reorganization of vocational education after the war.

1894. Ettinger, William L. Our schools in war-time. American review of reviews, 58: 636-38, December 1918.
1895. Gayler, G. W. The reorganization of our public schools. School and home education, 88: 84-89, December 1918.
Educational reconstruction which must come as a result of the war.
1896. Leo, Brother. How to study the great war. Catholic school journal, 18: 299-300, December 1918.
1897. New York (City) Department of education. A syllabus of the World war for use in the high schools of the city of New York. Adopted by the Board of superintendents. . . . New York city, Department of education, 1918. 104p. 8°.
CONTENTS.—1. Roll of honor of the allies, July 4, 1918.—2. The World war.—3. A chronological list of the principal events of the war.—4. A list of war terms and names of places.—5. A brief list of publications for reference.
1898. The schools and the war. School, 30: 142-43, December 5, 1918.
Opinions of leading school men and women of the public school system of New York city—an interesting symposium.
The effect of the war on the public schools and on education in general.
1899. U. S. Council of national defense. Committee on labor. Section on industrial training for the war emergency. How the shortage of skilled mechanics is being overcome by training the unskilled. [Washington, D. C., 1918] 63p. illus. 8°.

EDUCATIONAL THEORY AND PRACTICE.

1900. Bagley, William C. The place of duty and discipline in a democratic scheme of education. Teachers college record, 19: 419-30, November 1918.
1901. Baldwin, Edward C. The educator's problem from the business man's standpoint. Elementary school journal, 19: 198-208, November 1918.
Advocates the adequate, scientific training of the child to meet the conditions of life as they exist today.

EDUCATIONAL PSYCHOLOGY: CHILD STUDY.

1902. Fukuya, Shoon Masuzo. An experimental study of attention from the standpoint of mental efficiency; a contribution to educational and social problems. Princeton, N. J., and Lancaster, Pa., Psychological review company [1918] 42p. diagrs., tables. 8°. (Psychological review publications, vol. XXV, no. 4. Whole no. 110.)
Studies from the Psychological laboratory of the University of Chicago.
1903. Hug-Hellmuth, H. von. A study of the mental life of the child. Psychoanalytic review, 5: 398-427, October 1918.
Deals with speech and the emotional life of the child. To be continued.
1904. Peterson, Joseph. Experiments in rational learning. Psychological review, 25: 443-67. November 1918.
"A simple experiment without complex apparatus to enable the experimenter to record objectively with a high degree of accuracy all the relevant reactions of the subject."

EDUCATIONAL TESTS AND MEASUREMENTS.

1905. Alton, Ill. Board of education. Special committee on school survey. Findings and recommendations of the survey of the Alton public schools made during the school year 1917-1918. [Alton, Ill., Melling & Gaskins, 1918] 88p. tables, diagrs. 12°.

1906. Feingold, Gustave A. Measuring the results of a modern language examination. *Modern language journal*, 3: 14-20, October 1918.
 Test to determine the relative difficulty of the various questions constituting an elementary French examination paper—to determine the reactions of pupils to such a paper.
1907. Flanders, Jesse Knowlton. Mental tests of a group of employed men showing correlations with estimates furnished by employer. [Worcester, Mass., 1918] p. 197-206. tables. 8°.
 Reprinted from the *Journal of applied psychology*, September, 1918, vol. II, pp. 197-206.
1908. Handschin, Charles H. A test for discovering types of learners in language study. *Modern language journal*, 3: 1-4, October 1918.
1909. How the army uses individual differences in experience; Trade tests; Development battalions; The rating scale. By various authors. *Psychological bulletin*, 15: 187-206, June 1918.
1910. Irwin, H. N. A preliminary attempt to devise a test of the ability of high school pupils in the mental manipulation of space relations. *School review*, 26: 759-72, December 1918.
 Third paper of series. Directions for giving each test.
1911. Lackey, E. E. A scale for measuring the ability of children in geography. *Journal of educational psychology*, 9: 443-51, October 1918.
 "This scale is constructed on the same principle as the Ayres spelling scale. Over two hundred geography questions gleaned from six different texts were submitted to 1696 pupils in twelve schools, and on the basis of the results the questions were arranged in groups according to difficulty."
1912. Lister, C. C. and Myers, C. C. An analytic scale of handwriting. *Journal of educational psychology*, 9: 417-31, October 1918.
 "A detailed account of the derivation of the new scale for the measurement of handwriting officially adopted for use in New York city schools. It is based on the judgments of experienced teachers of handwriting."
1913. McCall, William A. Measuring the Horace Mann elementary school. *Teachers college record*, 19: 472-84, November 1918.
 A summary of the results secured from giving the standard educational tests to the pupils of the Horace Mann school.
1914. Mitchell, David and Ruger, Georgie J. Psychological tests. Revised and classified bibliography. New York city, Bureau of educational experiments, 1918. 116p. 8°. (Bulletin IX)
 CONTENTS.—I. Theoretical, historical, and general discussions.—II. Methodology, apparatus, and technique.—III. Group tests.—IV. Results of application.
1915. Terman, L. M. The use of intelligence tests in the army. *Psychological bulletin*, 15: 177-87, June 1918.
1916. ——— The vocabulary test as a measure of intelligence. *Journal of educational psychology*, 9: 452-66, October 1918.
 "Thinking has a most intimate connection with words, and it is pertinent to inquire whether range of vocabulary is correlated with degrees of intelligence. This investigation of over 600 school children shows the remarkably high correlation between the two functions of 91 per cent."
1917. Witham, Ernest C. Standard geography test—the World. For fifth grades. *Journal of educational psychology*, 9: 432-42, October 1918.
 "A description of the test, and some illustrative results of its application. Its use will enable a teacher to compare the attainments of a class with those of other classes in other schools."

SPECIAL METHODS OF INSTRUCTION.

1918. Lull, Herbert G. Project-problem instruction. School and home education, 38: 79-83, December 1918.

Discusses the relation of recitation to study, pupil activities in the recitation, pupil activities in the supervised study period, teacher activities in the recitation, teacher activities in the supervised study period, etc.

1919. Taylor, B. Tunstall. The moving picture as a method of teaching; especially adaptable to postgraduates. Boston, Jamaica printing company, 1918. 5p. 8°.

Reprinted from the American Journal of orthopedic surgery, vol. xvi, no. 11, November 1918.

SPECIAL SUBJECTS OF CURRICULUM.

ENGLISH AND COMPOSITION.

1920. Garesche, Edward F. The training of writers. Catholic school journal, 18: 801-802, 840-80, December 1918, January 1919.

Commences a series of papers on the developing of writers. In opening, the writer says that "The great essential is getting the pupils to do a great deal of reading, intelligent, appreciative reading, and to do a great deal of writing with a purpose to excel." The second paper deals with the function of the memory lesson.

1921. Pedersen, N. Alvin. Writing themes for magazines and newspapers. Education, 39: 217-24, December 1918.

Advocates among other things student pages or columns in magazines and newspapers.

MODERN LANGUAGES.

1922. Fitz-Gerald, John T. National aspects of modern language teaching in the present emergency. Modern language journal, 3: 40-62, November 1918.

Says that the study of foreign languages in our schools should be determined by pedagogical and scientific reasons rather than by whim. But no foreign language work should be done below the 7th grade.

1923. Hoskins, John Preston. Modern language instruction after the war. School and society, 8: 601-12, November 23, 1918.

Read before the Modern language conference of the National education association, Pittsburgh, July 1918.

1924. Kittson, E. Creagh. Theory and practice of language teaching, with special reference to French and German. London, New York [etc.] Oxford university press, 1918. 186p. 12°.

Bibliography: p. 165-86.

1925. Krause, Carl A. The present status of German in France. Modern language journal, 3: 63-66, November 1918.

Quotations from French journals showing the interest taken in the study of German. The "highest goal of teaching German is to make it serve French (i. e., national) aims."

1926. Lipsky, Abram. A few neglected platitudes on modern language examinations. Modern language journal, 3: 75-79, November 1918.

Among other things says that one of the most frequent sources of irritation in school examinations is the method of scoring, which does not seem to have a real scientific basis.

1927. Mantz, Harold E. Modern languages and literatures in universities. Educational review, 56: 385-98, December 1918.

Urges a division of departments between literature and linguistics.

1928. Schweitzer, Charles and Simonnot, Émile. *Méthodologie des langues vivantes*. Paris, A. Colin, 1917. 296p. 12°.

According to the *Educational review*, December 1918, p. 488-40, this book gives an unusually complete view of the direct method as a whole, as applied to the entire period of instruction. It differs in manner from previous works by assuming that the controversial period has passed. Considered as a contribution to the solution of problems of modern language instruction in America, the book sets forth with exceptional clearness and definiteness the conditions for successful application of the method.

1929. Whitney, Marian P. National ideals and the teaching of modern languages. *Modern language journal*, 3: 5-13, October 1918.

Advocates teaching young Americans French, German, or Spanish at an age when their oral and verbal memory is keen and when languages come easily.

1930. Wilkins, Ernest H. The place of Italian in the American educational system. New York, 1918. 8p. 8°.

Reprinted from *Il Carroccio* [The Italian review], New York, September 1918.

Concluding portion of an address delivered before a war time conference of modern language teachers at the meeting of the National education association, Pittsburgh, July 2, 1918.

ANCIENT LANGUAGES.

1931. De Witt, Norman W. Semantic studies in Latin. *Classical journal*, 14: 185-90, December 1918.

"By semantics is meant the systematic and methodical study of the meanings of words and the changes they undergo."

1932. Lund, Fred B. In behalf of the classics. *Harvard graduates' magazine*, 27: 170-75, December 1918.

A plea for the support of the classics by all those who study and love them.

1933. Schmidt, Austin G. The minimum essentials. *America*, 20: 166-67, November 23, 1918.

Minimum essentials, especially in teaching Latin.

1934. Scott, Mrs. George B. Junior high-school Latin; its place in war-modified education. *Classical journal*, 14: 167-75, December 1918.

Says that Latin should not be dropped from the high school courses, but, properly correlated with the English, should become a requirement of the seventh and eighth grades.

1935. Wells, Wesley Raymond. Humanistic studies as compensation for lost transcendental values. *School and society*, 8: 666-72, December 7, 1918.

A defense of humanistic studies by one who is thoroughly in sympathy with the vocational trend of secondary education.

GEOGRAPHY.

1936. Dalla Vedova, G. La geografia nella vita e nella scuola moderna. *Nuova antologia*, 53: 223-33, August 1, 1918.

MATHEMATICS.

1937. Lucas, Mrs. Keith. On teaching mathematics. *Nineteenth century*, 84: 942-58, November 1918.

Experiments in teaching mathematics to small children.

1938. Moore, Charles N. On the disciplinary and applied value of mathematical study. *Education*, 39: 209-16, December 1918.

Presents arguments in favor of the disciplinary value of mathematics, regarded as a training in deductive reasoning. Emphasizes the importance of increasing the scientific accuracy of procedure in every subject of human investigation.

1939. Remer, Laura, *and others*. Arithmetic as a means of teaching war savings and thrift. Elementary school journal, 19: 200-23, November 1918.

Shows the possibility of coupling instruction in thrift with the regular work in arithmetic from the primary grades up through the whole elementary school. By Laura Remer, Olive Tilton, and Hazel Webster-Byrnes.

SCIENCE.

1940. Glenn, Earl E. General science references for pupil and teacher; a preliminary list. General science quarterly, 3: 1-30, November 1918.
1941. Leavitt, Robert G. The study of birds and bird life in the schools of New Jersey. September 1918. 28p. 8°. (New Jersey. Department of public instruction)
1942. Snedden, David. Current problems of aim in physics teaching. School and society, 8: 631-35, November 30, 1918.
Address before the New York physics club, November 3, 1918.

MUSIC AND ART.

1943. Music supervisors' national conference. Journal of proceedings of the eleventh annual meeting . . . Evansville, Ind., April 8-12, 1918. 223p. 8°. (Miss Mabelle Glenn, secretary, Bloomington, Ill.)
Contains: 1. W. O. Miessner: Music's place in the public school system, p. 53-82. 2. C. H. Farnsworth: Making a music survey, p. 112-26. 3. E. L. Baker: Organization of the high school chorus, p. 141-45. 4. P. W. Dykema: The relation of the high school chorus to the community at large, p. 149-55. 5. D. R. Gebhart: Economy of time in the teaching of music, p. 160-63. 6. H. C. Davis: The essentials of school music—are we in danger of following fads, p. 163-66. 7. P. W. L. Cox: Music in the junior high school, p. 173-79. 8. Anne McDonough: Community music from the standpoint of education and civics, p. 197-201.
1944. Winslow, Leon L. A practical means to picture appreciation. School arts magazine, 18: 187-93, December 1918.
The stages in appreciation, conscious sense interpretation, etc.

ELOCUTION.

1945. Dixon, Margaret H. Public speaking in the high school. English journal, 7: 564-69, November 1918.
Describes results of introduction of public speaking into the Oak Park and River Forest township high school, Oak Park, Ill.

RURAL EDUCATION.

1946. Galpin, C. J. *and* James, J. A. Rural relations of high schools. American city, 19: 367-70, November 1918.
Reprinted from Bulletin 288, Agricultural experiment station, University of Wisconsin, Madison, Wis. Illustrated.
1947. Macdonald, N. C. Rural school progress; consisting of a series of articles dealing with the problem of rural school betterment. [Bismarck, N. D., Dept. of public instruction] October 1918. 91p. illus. 8°.
A section of the biennial report of the State superintendent of public instruction of North Dakota, giving an account of recent activities in the rural schools of his state.

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NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1800. Arkansas state teachers' association. Proceedings of the fiftieth annual session. . . Little Rock, April 4-6, 1918. Little Rock, Ark., H. G. Pugh printing company, 1918. 126p. 8°. (Educational bulletin, vol. 2, no. 4, vol. 3, no. 1, June 1918) (Miss Annie Griffey, secretary, Little Rock, Ark.)

Contains: 1. W. E. Laseter: Making democracy safe through our schools, p. 40-47. 2. J. R. Jewell: Education and democracy, p. 61-67. 3. T. J. Jones: What democracy means to us, p. 73-75. 4. J. C. Futrall: The Smith-Hughes act, p. 87-92.

1969. The need for a modern university. *New republic*, 17: 180-82, November 30, 1918.
Article signed "Philonous."
Emphasizes research work; importance of freedom in academic teachings, etc.
Advocates abolishing the lecture system.
1970. Ogden, H. N. The purpose of research. *Science*, 48: 525-32, November 29, 1918.
Discusses the call from industry for help in solving important industrial problems. What the duty of the university is in the matter.
Presidential address, Alpha chapter, Sigma Xi society, April 20, 1918.
1971. Powell, Burt E. Semi-centennial history of the University of Illinois. Volume I. The movement for industrial education and the establishment of the university 1840-1870. With an introduction by Edmund J. James. Urbana, The University of Illinois, 1918. xxii, 631p. plates. 8°.
1972. S., M. Impressions d'université américaine. *Revue de l'enseignement des langues vivantes*, 35: 398-97, November 1918.
Some experiences of a Frenchwoman at Bryn Mawr college.
1973. Stone, Harlan F. University influence. *Columbia university quarterly*, 20: 330-39, October 1918.
The annual address at the opening of Columbia university, September 25, 1918.
1974. Stuart, Henry Waldgrave. Liberal and vocational studies in the college. Stanford university, Cal., The University, 1918. 72p. 4°.
Concludes that our present age being one of social idealism and of increasing application of the resources of nature to human ends, it is essential that our ideal of education and of personal culture should embody, in close and well-balanced cooperation, the liberal and vocational elements.
1975. Thwing, Charles F. Gains and losses of the college revolution. *Independent*, 96: 370-71, December 14, 1918.
Influence of military life on conduct of students, etc.
1976. Upham, A. H. A college experiment in pageant-making. *English journal*, 7: 557-63, November 1918.
Experiment undertaken at Miami university, Oxford, Ohio, to illustrate the history of Miami.
1977. Veblen, Thorstein. The higher learning in America: a memorandum on the conduct of universities by business men. New York, B. W. Huebsch, 1918. 198p. 12°.
Reviewed by Charles A. Beard in the *Dial*, 65: 553-55, December 14, 1918.
1978. La vie universitaire à Paris. Ouvrage publié sous les auspices du Conseil de l'Université de Paris, par Paul Boyer, Maurice Caullery, Alfred Croiset, Maurice Croiset, Émile Durkheim, H. Gautier, Louis Havet, F. Larnauze, Ernest Lavisse, Henri Marcel, Edmond Perrier, Maurice Prou, G. H. Roger. Paris, A. Colin, 1918. 231p. plates. 8°.
Intended to introduce the foreign student to the institutions of higher education of Paris. Describes the University of Paris and its various faculties, and also the following establishments: Collège de France, Muséum national d'histoire naturelle, École pratique des hautes-études, École nationale des langues orientales vivantes, École nationale des chartes, École du Louvre.

SCHOOL ADMINISTRATION.

1979. Corson, David B. The all-year school. *Journal of education*, 88: 563-68, December 5, 1918.
A paper read before the New England superintendents, November 15, 1918, in which the superintendent of schools of Newark, N. J., tells of the growth and advantages of all-year schools in that city.

1980. Fairchild, E. W. The measure of the administrator. American school board journal, 57: 23-24, December 1918.
The personal elements and the scholastic qualifications essential to a good school administrator.
1981. Finney, Ross L. Records, accounts, reports, etc., for the village school. American school board journal, 57: 25-27, 35, December 1918.
Gives forms for school records.
1982. Jackson, B. B. All-year school plan. 1918. 4p. 8°.
The author, who is superintendent of public schools of Minneapolis, Minn., tells what the all-year school is, the reasons for it, and the cost of it.
1983. Jernegan, Marcus W. Compulsory education in the American colonies. School review, 26: 731-49, December 1918.
Chapters from the author's forthcoming "History of education in the American colonies." Deals with the history of compulsory education in New England.
1984. Linn, Louis P. The city school superintendent in general legislation. School and society, 8: 654-60, November 30, 1918.
The powers and duties of city school superintendents.
1985. Orr, William. Business methods and standards in education. American school board journal, 57: 29-31, 75, December 1918.
Says that there are at least three elements to be found in any properly conducted commercial, financial, or manufacturing enterprise which could be used to advantage in the educational field, and these elements are system, publicity, and cooperation. Each of these has its place in the organization, administration, and spirit of school work.

SCHOOL MANAGEMENT.

1986. Andrews, William E. Real supervised study. School and home education, 38: 75-79, December 1918.
1987. Church, H. V. The first day. School review, 26: 721-30, December 1918.
Work of registering and advising pupils on their entrance in high school. Gives specimens of cards and blanks.
1988. Hartog, P. J. Examinations and their relation to culture and efficiency. London, Constable and company, ltd. [1918] 145p. 12°.
1989. Nutt, H. W. The duties of an elementary school principal. Elementary school journal, 19: 174-97, November 1918.
A description in detail of the activities "that are actually performed by building principals under varying conditions of school organization and administration."
1990. Pierce, Mary D. The daily program. Virginia journal of education, 12: 98-99, November 1918.
Gives programs for a one-teacher, two-teacher, and three-teacher school.
1991. Snyder, Edwin E. Elimination of waste in education. California blue bulletin, 4: 9-12, September 1918.
1992. Young, Walter H. The relation of instruction to discipline. Education, 39: 231-37, December 1918.
Third paper of series. Deals with interest and discipline; interest and attention; motivation and sources of motivation.

SCHOOL ARCHITECTURE.

1993. Switzer, C. F. Bringing the old plant up-to-date. American school board journal, 57: 33-34, December 1918.
Tells how a well-constructed building of the early '90s has been adapted to the present-day needs of the Grand Rapids junior high school.

1994. **U. S. Federal board for vocational education.** Buildings and equipment for schools and classes in trade and industrial subjects. Washington, Government printing office, 1918. 77p. illus. 8°. (Bulletin no. 20, Trade and industrial series no. 4)

SCHOOL HYGIENE AND SANITATION.

1995. **Baten, C. E.** Your classroom. *Journal of education*, 88: 495-96, November 14, 1918.
Takes up the questions of ventilation, lighting, etc.
1996. **Kauffman, Treva E.** School lunch work in Ohio. *Journal of home economics*, 10: 490-94, November 1918.
The plans for school lunch work used in the small rural school, the larger rural school, the county normal school and the city public school in Ohio.

PHYSICAL TRAINING.

1997. **Hill, Laurence S.** Physical education in rural schools. *Mind and body*, 25: 285-90, November 1918.
Read before the Physical education department of the National education association, Pittsburgh, Pa., July 2, 1918.
1998. **Leonard, Fred E.** Physical education in Denmark. Published by the Society of directors of physical education in colleges, 1918. 37p. 8°. (Studies in the history of physical education)
1999. **Storey, Thomas S.** Physical training an essential to the better health defense of society. *Mind and body*, 25: 273-78, November 1918.
A discussion of the New York state program of physical training.

PLAY AND PLAYGROUNDS.

2000. **Leonard, Fred E.** The playground movement in Germany. Published by the Society of directors of physical education in colleges, 1918. 16p. 8°. (Studies in the history of physical education)
2001. **Thames, Grover C.** Play—a physical developer. *Southern school work*, 7: 207-10, December 1918.

SOCIAL ASPECTS OF EDUCATION.

2002. **North, Samuel M.** A social program for secondary schools. *American physical education review*, 23: 469-74, November 1918.
Address delivered at the twenty-second convention of the American physical education association, April 12, 1918.
The introduction of properly supervised extra-class activities in the secondary schools.
2003. **Stevenson, John.** Educating the child at home. *America*, 20: 221-22, December 7, 1918.
Says that every mother who does not have to work to support her children, should herself teach them until they are prepared to enter the third grade in our grammar schools and can, with credit to the mothers and themselves, take their places in these schools.
2004. **Wahlstrom, Leonard W.** Christmas toy making as a community center activity. *Manual training magazine*, 20: 117-20, December 1918.
The making of toys by the parents of the children of the Francis W. Parker school as a community center activity.

CHILD WELFARE.

2005. Brandt, Lillian. A program for child protection. Survey, 41: 338-42, December 14, 1918.

Report of the fourteenth National conference on child labor, December 7, 1918. Among other matters discusses the "education bill" (Senate bill No. 4987) to create a federal department of education, with a secretary of cabinet rank. Work of Children's bureau, etc.

2006. Carlisle, Chester Lee. The causes of dependency based on a survey of Oneida county. Albany, N. Y., 1918. 465p. 8°. (New York State board of charities. Division of mental defect and delinquency. Bureau of analysis and investigation. Eugenics and social welfare bulletin, no. 15)

Includes chapters on the following topics: Children in the public schools, Children in institutions, The delinquent child.

2007. Missouri. Children's code commission. Report . . . A complete revision of the laws for the welfare of Missouri children, 1918 . . . [Jefferson city, The Hugh Stephens co., printers, 1918] 231p. 8°.

2008. National child labor committee. Child welfare in Alabama; an inquiry by the National child labor committee under the auspices and with the cooperation of the University of Alabama. New York, National child labor committee [1918] 249p. 8°.

Contains sections by different authors on the following topics: Public health, Education, Rural school attendance, Child labor law administration, Juvenile courts and probation. Child-caring institutions and home finding. Recreation, Law and administration (recommendations and general discussion).

2009. United States. Children's bureau. Back-to-school drive . . . Prepared in collaboration with the Child conservation section of the field division, Council of national defense. 1918. 8p. 8°. (Children's year leaflet no. 7. Bureau publication no. 49)

Increasing number of children leaving school; child labor not needed in essential war industries, experience of France and England, etc.

MORAL EDUCATION.

2010. Marsh, Clinton S. Moral instruction in the schools of France. Journal of education, 88: 543-44, November 28, 1918.

An outline. The official programs.

2011. Smith, Charles H. A morality code. School science and mathematics, 18: 771-77, December 1918.

Part I deals with children in the adolescent period and part II with youths in their teens.

RELIGIOUS EDUCATION.

2012. Catholic educational association. Report of the proceedings and addresses of the fifteenth annual meeting, San Francisco, Cal., July 22-25, 1918. Columbus, Ohio, Catholic educational association, 1918. 642p. 8°. (Catholic educational association bulletin, vol. 15, no. 1, November 1918) (Rev. Francis W. Howard, secretary, 1651 East Main street, Columbus, Ohio)

Contains: 1. P. C. Yorke: The teaching of religion, p. 56-80. 2. E. A. Pace: The place of the university in national life, p. 81-92. 3. R. H. Smith: Our country and our schools, p. 93-102. 4. F. T. Moran: Education and democracy, p. 103-9. 5. U. Lewis: Orientation of content in mathematical text-books for colleges and high schools, p. 174-87. 6. James Conlon: Catholic college education on the Pacific coast, p. 187-203. 7. Zachary Maher: The coordination of language study, p. 203-11; Discussion, p. 211-17. 8. A. C. Fox: Departments of education in Catholic colleges and universities, p. 217-23. 9. C. B. Moulinier: Professional education in Catholic institutions, p. 223-31. 10.

- Mary A. Molloy: Catholic colleges for women, p. 233-47. 11. Brother Leo: The feeling for literature, p. 282-91. 12. J. A. Dillon: The junior high school plan, p. 292-301. 13. W. J. McAuliffe: The significance and value of examinations, p. 302-9. 14. E. A. Pace: Training children to study, p. 350-56. 15. Zephyrin Englehardt: Catholic educational work in early California, p. 359-74. 16. John Garvin: The tests of a teacher's efficiency, p. 374-94. 17. P. J. McCormick: Methods of teaching religion, p. 394-403. 18. George Banzer: The Sunday school, p. 408-20. 19. Z. Joseph: The training of a teacher, p. 423-67. 20. Joseph Schrembs: Catholic education and after-the-war problems, p. 471-75. 21. John Waldron: Keeping in touch with educational movements, p. 476-90. 22. William Power: Some modern fallacies in the matter of education, p. 490-517. 23. Ralph Hunt: The parish school a work of missionary zeal, p. 520-28. 24. Joseph Gallagher: The organization of our educational work, p. 528-60. 25. Catholic high schools and secular universities, p. 560-67. 26. C. R. Baschab: The psychology of habit, p. 570-81. 27. P. J. Keane: Some financial aspects of the parish school, p. 583-91.
2013. International Sunday school association. Educational bulletins, nos. 1-8. Chicago, International Sunday school association, 1918. 8 v. 8°.
- Contents: 1. The educational policy of the International Sunday school association.—2. Making democracy safe for the world, by Walter S. Athearn.—3. The urgent need of a national program of religious education, by M. A. Honline.—4. The organization of religious education within the community, by Walter S. Athearn.—5. Teacher training,—needs, methods, and international policy, by M. A. Honline.—6. An annotated bibliography of texts and reference books for community training schools, prepared by M. A. Honline and Walter S. Athearn.—7. Suggestions for the guidance of directors of community schools of religious education, by Walter S. Athearn.—8. International standards for community training schools of religious education, by Walter S. Athearn.
2014. Pendleton, Charles S. Teaching the Bible in the junior high school. English journal, 7: 623-36, December 1918.
- An actual, practical procedure in teaching the Bible which during the last three years has been developed in the Wisconsin high school of the University of Wisconsin. It will probably be valuable as a suggestion to other schools.
2015. Tidwell, J. B. The Sunday school teacher magnified. New York, London, [etc.] F. H. Revell company [1918] 143p. 12°

MANUAL AND VOCATIONAL TRAINING.

2016. Elliott, John L. Poor Richard's grandsons. Survey, 41: 215-18, November 23, 1918.
- Describe the School for printers' apprentices in New York city.
2017. Haney, James Parton. Our future in industrial arts. American education, 22: 161-63, December 1918.
- The need for developing industrial art education in the United States.
2018. How federal, state, and local governments are cooperating to promote trade and industrial education. American city, 19: 456-60, December 1918.
2019. King, Charles A. The workman's opportunity. Industrial-arts magazine, 7: 445-48, December 1918.
- Speaks of the demand for teachers of the manual arts and the workman's opportunity to prepare himself for such work.
2020. Roesch, Sister Mary Jeanette. Vocational preparation of youth in Catholic schools. Washington, D. C., June 1918. 73p. 8°.
- A dissertation submitted to the Catholic sisters college of the Catholic university of America in partial fulfillment of the requirements for the degree of doctor of philosophy.
- Causes leading to the introduction of vocational education in the state schools, an outline of the history of vocational education in Catholic schools, and ways and means of improvement in the development and guidance of vocation in Catholic schools.

- 2021. Weeks, Ruth Mary.** Making American industry safe for democracy. Chicago, 1918. [7]p. 8°. Read at the convention of the Vocational education association of the Middle West, Chicago, January 25, 1918. The writer says that the problem of public education is to make American industry a democratic institution.

VOCATIONAL GUIDANCE.

- 2022. Cohen, I. David.** Vocational guidance in New York city. Educational foundations, 30: 173-80, December 1918-January 1919. Tells of the prevocational school, continuation classes, trade extension tests, etc.
- 2023.** Vocational guidance in secondary education. Industrial-arts magazine, 7: 482-88, 472-76, November, December 1918. An important report on a plan for making vocational guidance an integral part of American high schools.

AGRICULTURAL EDUCATION.

- 2024. Frazee, Oren E.** Agriculture as presented by some of the state normal schools. School science and mathematics, 18: 820-27, December 1918. A summarized report based upon information received from 80 state normal schools in response to a questionnaire.
- 2025. U. S. Federal board for vocational education.** Agricultural education. Some problems in state supervision. Washington, Government printing office, 1918. 32p. 8°. (Bulletin no. 26, Agricultural series no. 4, December 1918)

COMMERCIAL EDUCATION.

- 2026. Lyon, Leverett S.** The business-English situation in the secondary schools. English journal, 7: 576-87, November 1918.
- 2027. MacElwee, R. S.** Education for foreign trade and shipping in high schools. School and society, 8: 612-16, November 23, 1918. What to teach, when to teach it, and contact with the job.
- 2028. Slinker, Clay D.** Some measurements in commercial education. Business educator, 24: 21-24, December 1918.
- 2029. U. S. Federal board for vocational education.** Retail selling. Washington, Government printing office, 1918. 95p. 8°. (Bulletin no. 22, Commercial education series no. 1, October 1918) Outlines of courses, etc.
- 2030. U. S. Federal board for vocational education.** Vocational education for foreign trade and shipping. Washington, Government printing office, 1918. 85p. 8°. (Bulletin no. 24, Commercial education series no. 2, November 1918)
- 2031. Upton, Clifford Brewster.** The secret of thrift. A new Aladdin's lamp for every boy and girl. Teachers college record, 19: 481-60, November 1918. "The aim of this article is to present in a new light certain facts about systematic saving and investment, an important element of thrift. The article is addressed to boys and girls merely to suggest one possible way of making a somewhat difficult topic interesting to school children."
- 2032. Villalbi, Pedro Gual.** La educacion comercial de nuestro pueblo. Madrid, Imprenta A. M. San Hermenegildo, 1917. 282p. illus. 12°.

PROFESSIONAL EDUCATION.

2033. **Cuche, Paul.** Facultés et écoles de droit. Quelques économies faciles. *Revue internationale de l'enseignement*, 38: 355-68, September-October 1918.

Discusses a proposed reorganization of legal education in France.

2034. **Leclerc, Max.** La formation des ingénieurs à l'étranger et en France, nos instituts techniques, nos grandes écoles. Paris, A. Colin, 1917. 142p. 12°.

CIVIC EDUCATION.

2035. **Barnard, J. Lynn.** A program of civics teaching for war times and after. *Historical outlook*, 9: 492-500, December 1918.

Suggested readings: p. 499-500.

2036. **Clarke, Kate Upson.** Teaching the child patriotism. Boston, The Page company, 1918. 175p. 12°.

2037. **Ruiz Amado, Ramón.** Educación cívica. Barcelona, Librería religiosa, 1918. 208p. 12°.

2038. **Ross, A. Franklin.** American ideals: how to teach them. *Educational review*, 56: 399-404, December 1918.

2039. **Smith, Edwin B.** A study in citizenship. *Historical outlook*, 9: 503-7, December 1918.

An outline for a study in citizenship with the emphasis on war conditions and the responsibilities associated with them.

AMERICANIZATION OF IMMIGRANTS.

2040. **Cody, Frank.** Americanization courses in the public schools. *English journal*, 7: 615-22, December 1918.

By the assistant superintendent of schools, Detroit, Mich., describing the system of instructing immigrants in the public schools of that city.

2041. **Kellor, Frances A.** What is Americanization? *Yale review*, 8: 282-99, January 1919.

Americanization is the process of guaranteeing the following fundamental requisites to each man, native and foreign-born alike: Opportunities to better conditions, to be equal to other men, to have the right to be heard, freedom of thought, worship, and speech, and to enjoy life, liberty, and the pursuit of happiness. Just in proportion as the English language and citizenship interpret these requisites, they are Americanization agencies.

2042. **Levine, Albert J.** How New York is making Americans. *Educational foundations*, 30: 149-54, December 1918-January 1919.

Problems in Americanization from a pedagogical point of view.

MILITARY TRAINING.

2043. **Manley, Louis K.** Army education in war issues. *Engineering education*, 9: 88-93, November 1918.

2044. **Schmidt, Austin G.** Imitable aspects of military discipline. *America*, 20: 192-93, November 30, 1918.

Says in conclusion that "If the Students' army training corps makes us realize that we must have more uniformity of method, more unity of authority, and a more telling sanction for the law, it will cause the greatest and most healthful revolution that ever took place in the field of pedagogy."

EDUCATION OF SOLDIERS.

2045. **Erskine, John.** Educational opportunities for our army abroad. *Columbia university quarterly*, 20: 353-64, October 1918.

The educational plans that have been worked out in France for our boys while they are waiting for demobilization.

2046. Orr, William. Sending the army to school. Evening post magazine, December 14, 1918, p. 2, 4.
 "Overseas university" of the Y. M. C. A. plans to use 2,000 teachers and millions of textbooks in educating our troops in France during the demobilization period.
2047. Stokes, Anson Phelps. Educational plans for the American army abroad. New York, Association press, 1918. 124p. 12".
 The reports presented to and approved by General Pershing, with supplementary reports showing progress of the work, by Professor John Erskine of Columbia university and Professor Reginald Aldworth Daly of Harvard university.
2048. Teaching the soldier. Outlook, 120: 530-31, December 4, 1918.
 Work of the Army education commission: Courses given in barracks, "Y" huts, etc.
2049. U. S. War department. Office of the provost marshal general. Boards of instruction. Bulletin no. 6. Teaching English to non-English speaking selectives. Washington, Government printing office, 1918. 29p. 8".

EDUCATION OF WOMEN.

2050. Austin, Mary. The young woman citizen. New York, The Woman's press, 1918. 186p. 12".
 Bibliography: p. 170-86.
2051. Greenberg, Benjamin C. What girls want to know. School review, 26: 750-58, December 1918.
 Teaching school hygiene at the Julia Richman high school, New York city.
2052. Robinson, Helen Ring. Preparing women for citizenship. New York, The Macmillan company, 1918. 180p. 12".

INDIAN EDUCATION.

2053. Lipps, Oscar H. Education and culture: the Indian school curriculum. Indian school journal, 19: 85-98, November 1918.

EDUCATION OF BLIND AND DEAF.

2054. Avondino, Josephine. The babbling method. Volta review, 20: 667-71, 767-71, November, December 1918.
 A system of syllable drills for the natural development of speech. To be continued.
2055. Clark, Juliet D. and Walker, Jane B. Lessons in lip-reading for deaf soldiers (Nitchie method). Volta review, 20: 681-84, November 1918.
 Continued from October number.

EDUCATION EXTENSION.

2056. Arnold, Frank R. Play service in Utah. Education, 39: 244-48, December 1918.
 Describes the play service bureaus of the State colleges of North Dakota and of Utah. Recommends dramas suitable for amateur presentation.
2057. Sterns, F. H. The place of the museum in our modern life. Scientific monthly, 7: 545-54, December 1918.
 The educational evaluation of the museum.

LIBRARIES AND READING.

2058. Curtis, Florence Rising. The libraries of the American state and national institutions for defectives, dependents, and delinquents. Minneapolis, University of Minnesota, 1918. 56p. 8". (University of Minnesota. Studies in the social sciences, no. 18)

2059. The public library in the small town. I. How not to do it. II. How to do it (by another author). Unpopular review, 11:134-49, January-March 1919.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

2060. Cardinal principles of secondary education. A report of the Commission on the reorganization of secondary education, appointed by the National education association. Washington, 1918. 32p. (Bulletin, 1918, no. 35)
2061. Educational directory, 1918-19. Washington, 1918. 247p. (Bulletin, 1918, no. 36)
2062. Educational survey of Elyria, Ohio. Washington, 1918. 300p. (Bulletin, 1918, no. 15)
2063. The educational system of South Dakota. Washington, 1918. 304p. (Bulletin, 1918, no. 31)
2064. Effect of war conditions on clothing and textile courses. Washington, 1918. 7p. (Home economics circular no. 7, October 1918)
2065. Industrial education in Wilmington, Delaware. Report of a survey made under the direction of the Commissioner of education. Washington, 1918. 102p. (Bulletin, 1918, no. 25)
2066. A manual of educational legislation for the guidance of committees on education in the state legislatures; prepared under the direction of the Rural division. Washington, 1919. 68p. 8°. (Bulletin, 1919, no. 4)
2067. Opportunities at college for returning soldiers. Washington, 1918. 29p. (Higher education circular no. 12, December 1918)
2068. The public schools of Columbia, South Carolina. Report of a survey made under the direction of the Commissioner of education. Washington, 1918. 192p. (Bulletin, 1918, no. 28)
2069. Reading course for kindergarten teachers. Washington, 1918. 3p. (Kindergarten division. Reading course)
2070. Recent state legislation for physical education; by Thomas A. Storey and Willard S. Small. Washington, 1919. 35p. (Bulletin, 1918, no. 40)
2071. Report of the Commissioner of education for the year ended June 30, 1918. Washington, 1918. 155p.
- COMMENTS.—Letter of transmittal.—I. Some aspects of education in the United States.—II. Education in certain foreign countries.—III. Activities of the Bureau of education.
2072. Rural-teacher preparation in state normal schools; by Ernest Burnham. Washington, 1918. 77p. (Bulletin, 1918, no. 27)
2073. Teaching American ideals through literature; by Henry Neumann. Washington, 1918. 21p. (Bulletin, 1918, no. 32)
2074. Wanted. Teachers to enlist for child health service. Washington, 1918. 8p. (Health education, no. 1)

PERIODICALS REPRESENTED IN THIS RECORD, OCTOBER, 1918, TO JANUARY, 1919.

- America, 59 East Eighth-third Street, New York, N. Y.
- American annals of the deaf, 2419-2421 Greenmount Avenue, Baltimore, Md.
- American city, 93 Nassau Street, New York, N. Y.
- American college bulletin, 19 South La Salle Street, Chicago, Ill.
- American education, 50 State Street, Albany, N. Y.
- American journal of care for cripples, 2929 Broadway, New York, N. Y.
- American journal of nursing, 2419-2421 Greenmount Avenue, Baltimore, Md.

- American journal of psychology, Clark university, Worcester, Mass.
 American journal of public health, 289 Fourth Avenue, New York, N. Y.
 American journal of school hygiene, Worcester, Mass.
 American journal of theology, University of Chicago Press, Chicago, Ill.
 American magazine of art, 1741 New York Avenue, Washington, D. C.
 American motherhood, Cooperstown, N. Y.
 American physical education review, 98 Westford Avenue, Springfield, Mass.
 American review of reviews, 80 Irving Place, New York, N. Y.
 American school board journal, 854 Milwaukee Street, Milwaukee, Wis.
 American schoolmaster, State normal school, Ypsilanti, Mich.
 Americanization bulletin, Bureau of Education, Washington, D. C.
 Annals of the American academy of political and social science, Woodland Avenue and Thirty-sixth Street, Philadelphia, Pa.
 Arbitrator, P. O. Box 42, Wall Street Station, New York, N. Y.
 Arkansas teacher, Conway, Ark.
 Asia, 627 Lexington Avenue, New York, N. Y.
 Atlantic monthly, 41 Mount Vernon Street, Boston, Mass.
 Bookman, 244 Madison Avenue, New York, N. Y.
 Boston medical and surgical journal, 101 Tremont Street, Boston, Mass.
 Bulletin of the American institute of banking, 5 Nassau Street, New York, N. Y.
 Bulletin of the Pan-American union, Washington, D. C.
 Business educator, Columbus, Ohio.
 California blue bulletin, State department of education, Sacramento, Cal.
 Catholic educational review, Washington, D. C.
 Catholic school journal, 445 Milwaukee Street, Milwaukee, Wis.
 Child, London, England.
 Child labor bulletin, 105 East Twenty-second Street, New York, N. Y.
 Christian register, 6 Beacon Street, Boston, Mass.
 Classical journal, University of Chicago press, Chicago, Ill.
 Classical weekly, Barnard college, New York, N. Y.
 Colorado school journal, Denver, Colo.
 Columbia university quarterly, Columbia university, New York, N. Y.
 Constructive quarterly, 244 Madison Avenue, New York, N. Y.
 Contemporary review, 249 West Thirteenth Street, New York, N. Y.
 Current education, St. Martins, Philadelphia, Pa.
 Dental cosmos, Twelfth and Chestnut Streets, Philadelphia, Pa.
 Dial, 152 West Thirteenth Street, New York, N. Y.
 Education, 120 Boylston Street, Boston, Mass.
 Educational administration and supervision, Warwick and York, inc., Baltimore, Md.
 Educational exchange, Birmingham, Ala.
 Educational foundations, 31-33 East Twenty-seventh Street, New York, N. Y.
 Educational review, Columbia university, New York, N. Y.
 Educator-journal, 408 Newton Claypool building, Indianapolis, Ind.
 Elementary school journal, University of Chicago press, Chicago, Ill.
 Engineering education, Bulletin of the Society for the promotion of engineering education, Lancaster, Pa.
 English journal, University of Chicago press, Chicago, Ill.
 Evening post magazine, 20 Vesey Street, New York, N. Y.
 Fortnightly review, 249 West Thirteenth Street, New York, N. Y.
 Garden magazine, Doubleday, Page and company, Garden City, N. Y.
 General science quarterly, Salem, Mass.
 Grande revue, Paris, France.

- Harvard graduates' magazine, Exchange Building, Boston, Mass.
 High school journal, Chapel Hill, N. C.
 Historical outlook, *formerly* History teacher's magazine, McKinley publishing company, Philadelphia, Pa.
 Independent, 119 West Fortieth Street, New York, N. Y.
 Indian school journal, Chilocco, Okla.
 Industrial-arts magazine, 129 Michigan Street, Milwaukee, Wis.
 Inter-America, Doubleday, Page and company, New York, N. Y.
 Inter-mountain educator, Missoula, Mont.
 Journal of applied psychology, Clark university, Worcester, Mass.
 Journal of delinquency, Whittier State School, Whittier, Cal.
 Journal of education, 6 Beacon Street, Boston, Mass.
 Journal of education, London, England.
 Journal of educational psychology, Warwick and York, inc., Baltimore, Md.
 Journal of geography, Broadway at 156th Street, New York, N. Y.
 Journal of home economics, Station N, Baltimore, Md.
 Journal of psycho-aesthetics, Faribault, Minn.
 Journal of sociologic medicine, 52 North Fourth Street, Easton, Pa.
 Journal of the American medical association, 535 Dearborn Street, Chicago, Ill.
 Journal of the Association of collegiate alumnae, University of Chicago press, Chicago, Ill.
 Journal of the National education association, 1400 Massachusetts Avenue, Washington, D. C.
 Journal of the New York state teachers' association, 5 South Water Street, Rochester, N. Y.
 Kansas teacher, Topeka, Kans.
 Kentucky high school quarterly, Lexington, Ky.
 Kindergarten and first grade, Springfield, Mass.
 Library journal, 241 West Thirty-seventh Street, New York, N. Y.
 Manual training magazine, Manual arts press, Peoria, Ill.
 Mathematics teacher, 41 North Queen Street, Lancaster, Pa.
 Mental hygiene, Concord, N. H.
 Michigan alumnus, University of Michigan, Ann Arbor, Mich.
 Midland schools, Des Moines, Iowa.
 Mid-west quarterly, G. P. Putnam's sons, New York, N. Y.
 Mind and body, New Ulm, Minn.
 Moderator-topics, Lansing, Mich.
 Modern language journal, Sixty-eighth Street and Park Avenue, New York, N. Y.
 Monist, 122 South Michigan Avenue, Chicago, Ill.
 Nation, 20 Vesey Street, New York, N. Y.
 National association of corporation schools bulletin, Irving Place and Fifteenth Street, New York, N. Y.
 National geographic magazine, Hubbard memorial hall, Washington, D. C.
 National school service, Department of the Interior, Washington, D. C.
 Nebraska teacher, Lincoln, Nebr.
 New republic, 421 West Twenty-first Street, New York, N. Y.
 New Zealand journal of science and technology, Wellington, New Zealand.
 Nineteenth century and after, 249 West Thirteenth Street, New York, N. Y.
 Normal instructor and primary plans, Dansville, N. Y.
 North American review, 171 Madison Avenue, New York, N. Y.
 Nuova antologia, Rome, Italy.
 Nouvelle revue, Paris, France.
 Ohio educational monthly, Columbus, Ohio.
 Ohio teacher, Columbus, Ohio.

Oklahoma school herald, Oklahoma City, Okla.
 Outlook, 287 Fourth Avenue, New York, N. Y.
 Parents review, London, England.
 Pedagogical seminary, Clark university, Worcester, Mass.
 Pennsylvania gazette, University of Pennsylvania, Philadelphia, Pa.
 Pennsylvania school journal, Lancaster, Pa.
 Philosophical review, 443 Fourth Avenue, New York, N. Y.
 Physical training, 347 Madison Avenue, New York, N. Y.
 Pittsburgh school bulletin, Pittsburgh, Pa.
 Progressive teacher, Nashville, Tenn.
 Psychoanalytic review, 41 North Queen Street, Lancaster, Pa.
 Psychological bulletin, Princeton, N. J.
 Psychological review, Princeton, N. J.
 Public libraries, Library bureau, Chicago, Ill.
 Religious education, 1440 East Fifty-seventh Street, Chicago, Ill.
 Revue de l'enseignement des langues vivantes, Paris, France.
 Revue de Paris, Paris, France.
 Revue des deux mondes, Paris, France.
 Revue internationale de l'enseignement, Paris, France.
 Revue pédagogique, Paris, France.
 Revue universitaire, Paris, France.
 Rivista pedagogica, Rome, Italy.
 Rural school messenger, Kirksville, Mo.
 School, 154 Fifth Avenue, New York, N. Y.
 School, Toronto, Canada.
 School and home education, Bloomington, Ill.
 School and society, The Science press, Garrison, N. Y.
 School-arts magazine, 120 Boylston Street, Boston, Mass.
 School education, Minneapolis, Minn.
 School guardian, London, England.
 School news and practical educator, Taylorville, Ill.
 School review, University of Chicago press, Chicago, Ill.
 School science and mathematics, Mount Morris, Ill.
 Science, The Science press, Garrison, N. Y.
 Scientific monthly, The Science press, Garrison, N. Y.
 Scribner's magazine, 507 Fifth Avenue, New York, N. Y.
 Sierra educational news, San Francisco, Cal.
 Southern school work, Alexandria, La.
 Southern workman, Hampton, Va.
 State service, Lyon Block, Albany, N. Y.
 Survey, 112 East Nineteenth Street, New York, N. Y.
 Teachers college record, Teachers college, Columbia university, New York, N. Y.
 Teacher's journal, Marion, Ind.
 Teaching, Emporia, Kans.
 Times educational supplement, London, England.
 Unpopular review, 19 West Forty-fourth Street, New York, N. Y.
 Utah educational review, Salt Lake City, Utah.
 Virginia journal of education, Richmond, Va.
 Volta review, Volta bureau, Washington, D. C.
 Western journal of education, San Francisco, Cal.
 Wisconsin journal of education, Madison, Wis.
 Yale alumni weekly, Yale Station, New Haven, Conn.
 Yale review, Yale Station, New Haven, Conn.







DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1919, No. 32

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

INDEX

FEBRUARY, 1918-JANUARY, 1919



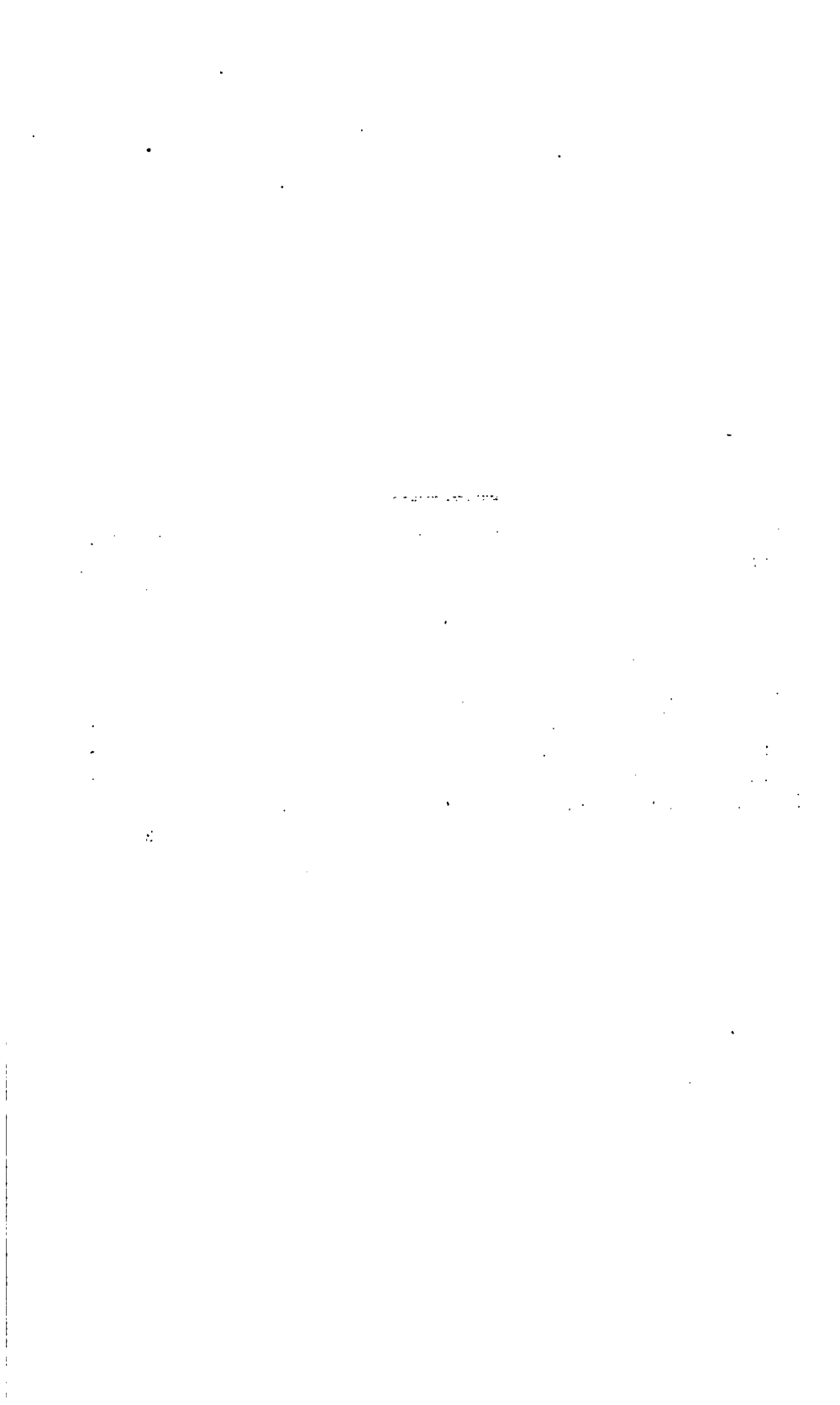
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INTRODUCTORY NOTE.

The present bulletin constitutes a complete author and subject index to the 2,074 entries contained in the 10 numbers of the Monthly Record of Current Educational Publications issued from February, 1918, to January, 1919, inclusive. The record was published each month during this period, with the exception of July and August. The references in the index are to the item numbers, which run consecutively through the 10 issues of the record for the year.

This bulletin is designed to serve institutions and persons desiring to preserve a permanent bibliography of educational literature for 1918, which may be formed by binding the 10 numbers of the Monthly Record for the year with the index here presented.



MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS: INDEX, FEBRUARY, 1918—JANUARY, 1919.

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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1919, NO. 11

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

FEBRUARY, 1919



WASHINGTON
GOVERNMENT PRINTING OFFICE
1919

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CONTENTS.—Proceedings of associations—Current educational conditions—Education and the war—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—Commercial education—Civic education—Americanization of immigrants—Military training—Reeducation of war invalids—Education of soldiers—Education of deaf—Exceptional children—Libraries and reading—Bureau of Education: Recent publications—New periodicals.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1. **National education association.** Journal of proceedings of the fifty-sixth annual meeting . . . Pittsburgh, Pa., June 29-July 6, 1918. Journal of the National education association, 3: 151-222, November 1918.

Department of School Administration.—Contains: 1. J. G. Becht: Americanization as a war-time duty of the schools, p. 151-52. 2. E. L. Taylor: School finances as a war-time problem, p. 152-55. 3. James Stover: Uniformity in school accounting, p. 157-62. 4. G. W. Gerwig: War policies for schools, p. 163-65.

Department of Normal Schools.—5. L. D. Coffman: Training for national service in normal schools, p. 166-69. 6. J. A. H. Keith: Report of committee on federal aid and the training of teachers, p. 171-74. 7. W. S. Small: The state normal

schools and the problems of child health, p. 174-76. 8. A. E. Winship: Prepare rather than train for teaching, p. 179-88. 9. J. A. Pitman: Maintaining an adequate supply of teachers without lowering standards, p. 188-85.

Department of Kindergarten Education.—10. Ella A. Merritt: What the government is doing to conserve child life, p. 188-91.

Department of Vocational Education and Practical Arts.—11. Frank Duffy: The reeducation of our returning disabled soldiers after the war, p. 194-95. 12. Mary S. Woolman: The influence of war conditions on vocational education for girls, p. 199-201. 13. A. E. Holder: Education is preparation for life, p. 204-6.

Department of Child Hygiene.—14. J. M. Tyler: What teachers ought to know about the physical growth of children, p. 207-10. 15. G. W. A. Luckey: The mental development of children, p. 210-13. 16. W. H. Burnham: Mental hygiene, p. 218-16. 17. G. S. Hall: A general survey of child-study, p. 216-19. 18. Earl Barnes: Children's sense of time, p. 219-22.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

2. General education board. The Handley fund, Winchester, Va. A report to the board of Handley trustees. New York, General education board, 1918. 77 p. illus. 12°.

CONTENTS.—Preface.—I. Winchester: its people and industries.—II. The schools of Winchester.—III. Needs of the Winchester schools.—IV. Use of the Handley fund.—V. Appendix.

3. Harris, T. H. Louisiana's educational progress. School and society, 9: 63-65, January 11, 1919.

Gives the contents of a letter sent to the school officials of Louisiana on November 26, directing their attention to the significance of the passage of the educational amendments to the constitution, at the November elections.

4. Keith, John A. H. Brief of argument in favor of Senate bill 4987, 65th Congress, second session. Journal of education, 89: 5-7, January 2, 1919.

Also separately reprinted.

Gives arguments in favor of the bill to create a Department of education.

5. South Carolina. State council of defense. Does it pay? [Columbia, S. C., 1918] 45 p. 8°.

The money value of education, with special reference to the situation in South Carolina.

6. Wenley, R. M. Reckless tenants. Educational review, 57: 22-42, January 1919.

Phi Beta Kappa address at the University of Michigan, May, 1918. Dwells on the poverty of the present time as regards profound thinking; the pursuit of pseudo-knowledge accumulating "odds and ends of information with a view to immediate material gain."

7. Wilson, W. O. The Arkansas education commission. Arkansas teacher, 7: 16-20, January 1919.

A résumé of the work of the Arkansas educational commission and what it accomplished for education in Arkansas.

8. Winship, A. E. Educational preparedness. Journal of education, 88: 619-23, December 19, 1918.

Says the World war has revealed unpreparedness in the health of the people, in universal literacy, and in general industrial handiness of all the people. The new demands require intense public devotion to education, supreme wisdom in school administration, unalloyed patriotism in teachers, and joyful financial support by the taxpayers.

FOREIGN COUNTRIES.

9. Booth, T. K. M., and Usherwood, T. S. Educational reconstruction and the curriculum. Journal of education and School world (London) 51: 33-35. January 1919.

10. Clarke, Joseph L. C. Japan's educational furore. *In* *Me Japan at first hand*. New York, Dodd, Mead and company, 1918. p. 47-58, chapter 5.
11. The educational position. *Educational record* (London) 19: 443-71, November 1918.
Discusses the educational situation in England, the Fisher bill, etc.
12. Ferrière, A. The New schools in Europe. *Pedagogical seminary*, 25: 397-406, December 1918.
Physical, intellectual, and moral education in the New schools of Europe.
13. Lapie, Paul. Un regard sur l'école d'après guerre. *Revue pédagogique*, 73: 157-78, September 1918.
Writer considers most important the economic aspect of the pedagogical problem for the after-war period. Pupils of the French schools must be trained as producers to double the efficiency of their predecessors.
14. Pérez-Verdía, Benito Javier. Public instruction in Guatemala. *Bulletin of the Pan-American union*, 47: 722-29, November 1918. illus.
15. Soviet Russia: orders of the People's commissioner of education of the western provinces and fronts. *Nation*, 107: 829, December 28, 1918.
Taken from decrees and official documents of the Soviet government.
16. Strunsky, Manyá Gordon. Education and self-government in Russia. *Harper's magazine*, 138: 270-77, January 1919.
Asserts that popular illiteracy is not the cause of the present social and political disorders in Russia. The actual percentage of illiteracy among the Russian people is probably overrated in currently accepted statistics. The Russians have certain qualities which fit them for self-government.

EDUCATION AND THE WAR.

17. Butler, Nicholas M. Education after the war. *Educational review*, 57: 64-79, January 1919.
Also in *Popular educator*, 36: 250-53, 293, 295, January 1919.
Address before the Association of colleges and preparatory schools of the middle States and Maryland, Princeton, N. J., Nov. 29, 1918.
Criticizes the false psychology and crude economics of the pre-war period—a psychology without a soul and an economics with no vision beyond material gain. Stresses moral values in education.
18. Cary, C. P. Educational reconstruction. *Educational news bulletin*, 10: 1-3, December 1, 1918.
Says that educational reconstruction will no doubt be largely in the nature of changed emphasis, due to a change in public opinion (or at least professional opinion) with respect to educational values. Thinks that probably the most notable change in the public mind with respect to values is in relation to health and physical vigor.
19. Chubb, Percival. Phases of reconstruction: the outlook for education. *Standard* (New York) 5: 92-96, January 1919.
20. Educational lessons from the war—a symposium. *High school quarterly*, 7: 72-83, January 1919.
Contributed by C. A. Prosser, S. P. Capen, P. C. Harris, H. A. Hollister, T. S. Baker, R. Bingham, S. H. Edmunds, Harry Howell, T. H. Briggs, J. D. Elliot, A. M. Soule, H. B. Moore, R. E. Blackwell, C. B. Gibson, D. C. Barrow, Wilson Farland, G. E. Vincent.
21. Elliot, Charles W. Defects in American education revealed by the war. *School and society*, 9: 1-10, January 4, 1919.
An address given in Carnegie hall, New York, November 23, 1918.

22. **Ellis, A. Caswell.** Educational preparedness for after the war. *In* National institute of social sciences. Journal, vol. 4, 1918. Reconstruction after the war. Boston, Boston book company, 1918. p. 129-36.
Cites a number of post-war demands on the schools.
23. **Friend, L. L.** The high schools after the war. *High school quarterly*, 7: 83-87, January 1919.
Defects in the public schools which have been brought to light by the war and suggestions for educational reconstruction in the future.
24. **Hunt, Everett Lee.** Creative teaching in war time. *Quarterly journal of speech education*, 4: 386-97, October 1918.
Speaks of the S. A. T. C. and the necessity, owing to the limited time, of teachers creating interests which will be pursued in aftertimes.
25. **Jeffords, Clyde B.** The war and education. *School*, 30: 195, January 9, 1919.
The effect of the war on secondary education.
26. **Problems of reconstruction; lectures and addresses delivered at the summer meeting at the Hampstead garden suburb, August 1917. London, T. Fisher Unwin, ltd. [1918] 315p. 12°.**
CONTENTS.—Introduction, by the Marquess of Crewe. Pt. I.—First principles of reconstruction. Pt. II.—Reconstruction in education.—1. Education from the child's point of view, by John Adams; 2. The education of the girl for national service and civic responsibility, by Sarah Burstall; 3. The liberty of the child in education, by Dr. Kimmins; 4. The influence of vocation on school education, by Guy Kendall. Pt. III.—Social and industrial reconstruction. Pt. IV.—Arts and crafts in relation to reconstruction (including Art schools and craft workshops, by Selwyn Image and Thomas Okey).
27. **West, Andrew F.** Education after the war. *Princeton alumni weekly*, 19: 259-60, January 8, 1919.
An address before the annual conference of the regents of the state of New York, held at Albany, December 12, 1918.
Shows the necessity for general education along with vocational training.
28. **Winship, A. E.** War-modified education in the United States. *Journal of education*, 88: 649-50, December 26, 1918.

EDUCATIONAL THEORY AND PRACTICE.

29. **Bardeen, C. W.** The man milliner in education. *Educational review*, 57: 5-21, January 1919.
The writer begins by declaring that the foundation stone of millinery is change, constant and rapid change of styles. "There is," he says, "a good deal of the millinery idea in education." He sketches in amusing manner the various changes in pedagogy, dwelling particularly on the methods of teaching arithmetic.
30. **Davis, Sheldon Emmor.** The work of the teacher. New York, The Macmillan company, 1918. xv, 342p. tables, diagrs. 12°.
31. **Johnston, J. B.** The public education of youth; the place of creative work and of subject-matter studies. *School and society*, 9: 69-79, January 18, 1919.
32. **Stilwell, Katherine M.** Making schoolbooks. *Elementary school journal*, 19: 256-67, December 1918.
Preparing a textbook for publication, seeing it through the press, copyrighting, etc.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

33. **Barker, Lewellys F.** The first ten years of the National committee for mental hygiene, with some comments on its future. *Mental hygiene*, 2: 557-81, October 1918.

President's address at the tenth annual meeting of the National committee for mental hygiene held in New York city, February 1918.

34. **Bode, B. H.** What is transfer of training? *School and society*, 9: 39-44, January 11, 1919.

35. **Gray, C. Truman.** Educational psychology. *Psychological bulletin*, 15: 301-11, September 1918.

Reviews the psychological literature of the year that bears on education, and gives numerous references to articles in educational periodicals.

36. **Mateer, Florence.** The diagnostic fallibility of intelligence ratios. *Pedagogical seminary*, 25: 369-92, December 1918.

Bibliography: p. 391-92.

37. **Mitchell, David.** Child psychology. *Psychological bulletin*, 15: 311-23, September 1918.

A résumé of the literature of child study for the year 1918. Contains list of references to periodicals.

38. **Sala y Cantos, Angela.** Instinto del juego en el niño. Investigaciones realizadas en el niño cubano. *Revista de la facultad de letras y ciencias, Universidad de la Habana*, 27: 27-98, July-October 1918.

Thesis for the degree of doctor of pedagogy in the University of Havana, specially recommended for publication by the examining tribunal.

EDUCATIONAL TESTS AND MEASUREMENTS.

39. **Boston.** Department of educational investigation and measurement. Organization and administration of intermediate schools in Boston. Boston, Printing department, 1918. 75 p. tables. 8°. ([Boston. School committee] School document no. 13-1918. Bulletin no. 17 of the Department of educational investigation and measurement)

40. **Cuneo, Irene, and Terman, Lewis M.** Stanford-Binet tests of 112 kindergarten children and 77 repeated tests. *Pedagogical seminary*, 25: 414-28, December 1918.

"The purposes of this study were as follows: (1) To find the distribution of intelligence among kindergarten children; (2) to correlate the results of Stanford-Binet tests with school marks and teachers' estimates of intelligence; (3) to determine the effect of the repetition of a test upon the resulting intelligence quotient; and (4) to secure data which would throw light on the proper location of the tests in the scale."

41. **Downey, June E.** Standardized tests and mental inheritance. *Journal of heredity*, 9: 311-14, November 1918.

Very young children already show great variation in special aptitudes, which is probably not to be explained by differences in environment. More tests are needed, according to Dr. Downey.

42. **Duggan, M. L.** Educational survey of Decatur, Georgia, public school system. [Atlanta, Ga., Department of education, 1918] 56 p. 8°. (No. 26)

43. **Gates, Arthur I.** Correlations of immediate and delayed recall. *Journal of educational psychology*, 9: 489-96, November 1918.

"An experimental study of the learning of elementary school pupils in grades III to VIII shows a high correlation between the amount learned in a given time and the amount recalled after a lapse of some hours. In general the rapid learner is the best retainer."

44. **Lange, Alexis F.** An educational research syndicate. *Sierra educational news*, 15: 18-20, January 1919.

45. **Monroe, Walter Scott.** Measuring the results of teaching. Boston, New York [etc.] Houghton Mifflin company [1918] xviii, 297 p. 12°. (River-side textbooks in education, ed. by E. P. Cubberley)
46. **Patterson, T. L.** Pedagogical suggestions from memory tests. *Journal of educational psychology*, 9: 497-510, November 1918.
This paper reports the results of various tests of memory with elementary and secondary pupils, and considers the educational significance of the findings.
47. **Theisen, W. W.** A report on the use of some standard tests for 1916-17. Madison, Wis., 1918. 120 p. 8°. (Wisconsin. State department of public instruction. Studies in educational measurements in Wisconsin. Bulletin no. 1)
48. **Theisen, W. W., and Fleming, Cecile White.** The diagnostic value of the Woody arithmetic scales: a reply. Part I. *Journal of educational psychology*, 9: 475-88, November 1918.
Part II will appear in the December number.
"The charge has been made that the Woody arithmetic scales fail to furnish material for an accurate diagnosis of individual and class differences in arithmetical abilities. The first part of this paper presents a detailed answer to the criticisms that have been made of the scales. The second part will contain constructive suggestions."
49. **Weld county, Colo.** Juvenile department of the county court. The farm and the school. A résumé of a survey of the public schools of Weld county, Colorado. Greeley, Colo., Extension department of Colorado state teachers college, 1918. 63 p. 8°. (Colorado state teachers college bulletin, ser. 17, no. 6, September 1918)
Pt. I. The survey and its application, by Herbert M. Baker.—Pt. II. Educational interpretation of the survey, by Edgar Dunnington Randolph.—Appendix, Reprint and explanation of forms adopted for the enforcement of the compulsory education law in Weld county, Colorado.
50. **Wilds, Elmer Harrison.** The inspectorial function. *Wisconsin journal of education*, 51: 12-16, January 1919.
The educational survey—how it should be conducted and some of its values.

SPECIAL METHODS OF INSTRUCTION.

51. **Edison, Thomas A.** "One of the greatest things in the world." *Educational film magazine*, 1: 7-8, 26, January 1919.
"The view of educational motion pictures expressed in an exclusive interview with the editor of *Educational film magazine*, by the greatest inventor in the world."
52. **Knowlton, Daniel C.** Current events through pictures. *Historical outlook*, 10: 24-28, January 1919. illus.
53. **Owen, William Bishop.** The problem method. *Chicago schools journal*, 1: 3-6, November-December 1918.
54. **Stevenson, John Alford.** The project in science teaching. *School science and mathematics*, 19: 50-63, January 1919.
Also in *School and home education*, 38: 110-14, January 1919.
A paper read before the joint session of science teachers, Illinois high school conference, held at Urbana, November 21-23, 1918.

SPECIAL SUBJECTS OF CURRICULUM.

55. **Almack, John C.** A test in English composition—writing the friendly letter. *Oregon teachers monthly*, 23: 151-56, December 1918.
Says that the Hillegas scale includes artificial compositions. Suggests a scale based on the friendly letter.

56. Cram, Ralph Adams. Education and the qualitative standard. English leaflet, 19:1-7, January 1919.

A plea for the recognition of character-development as the prime object of education, and for the teaching of English after a fashion that will reveal great thoughts through the great art of English literature.

57. Gehrken, Karl Wilson. Music's place in our public schools. Musical America, 29:9, January 11, 1919.

This is the first of three articles which are to appear in Musical America. Deals with the influence of music in training the mind, music as a socializing force, and music in connection with the worthy use of leisure.

58. Gummere, Richard M. The modern world and the Latin classroom. Nation, 108:13-14, January 4, 1919.

Proposes a scheme which relates classroom work in Latin with the future profession of the student.

59. Kugelmass, I. Newton. The criteria in the declaration of chemical independence in the United States. Science, n. s. 48:608-12, December 20, 1918.

Development of chemistry in the United States. Work of the college and university in this new age of scientific and industrial achievement.

60. McCracken, William. What should a student get from a beginning course in chemistry? School science and mathematics, 19:75-82, January 1919.

Read before the physics and chemistry section of the Michigan schoolmasters club, March 1917.

61. Mercier, Louis J. A. Teaching to speak French in college. Educational review, 57:43-59, January 1919.

Dwells on the psychological aspects of the subject—the establishing of "marginal habits of the ideomotor type."

62. Merrill, Helen A. Why students fail in mathematics. Mathematics teacher, 11:45-56, December 1918.

How much of the failure is due to the subject itself, how much to those who teach it, how much to parents and friends of students, and how much to students themselves.

63. Minnick, J. H. Arithmetical errors made by high school pupils. Mathematics teacher, 11:80-89, December 1918.

64. O'Neill, J. M. Aims and standards in speech education. Quarterly journal of speech education, 4:345-65, October 1918.

Delivered at the annual meeting of the Wisconsin state teachers' association, Milwaukee, November 2, 1917.

The need for a reorganization of aims and standards in speech education. Speaks especially of conditions in Wisconsin.

65. Packard, Leonard O. Geography and reconstruction in education. Journal of geography, 18:24-28, January 1919.

66. The proposed classical league. Reasons for forming it. Current education, 23:22, 24-29, January 1919.

A plea for classical education. Gives suggestions showing that the formation of an American classical league is both important and opportune.

67. Roedder, Edwin C. Der gegenwärtige stand des deutschen unterrichts an den colleges und universitäten der Vereinigten Staaten. Monatshefte für deutsche sprache und pädagogik, 19:260-63, December 1918.

68. Shields, Thomas Edward. Music in the elementary school. Catholic educational review, 17:17-27, January 1919.

The place of music in the emotional life of the school. Quotes freely from The melodic method in school music, by David C. Taylor.

69. Valentine, C. W. Classics, history, and the training of the reason. *Journal of experimental pedagogy and training college record* (London) 4: 280-89, December 5 1918.
A criticism of humanistic studies. An argument against the compulsory study of Latin and Greek as advocated by Cyril Robinson, of Winchester college, England.
70. Vestal, C. L. The new physics. *School science and mathematics*, 19: 66-74, January 1919.
Suggests changes that should be made in the equipment, teaching method, texts, etc., in the teaching of physics.
71. Webb, Hanor A. Chemistry, a trade or a profession? [Garrison, N. Y.] The Science press, 1918. p. 530-34. 8°.
Reprinted from the *Scientific monthly*, December, 1918.
The advantages of college training for chemists over experience only.
72. White, C. E. Mathematics and anti-mathematics. *School science and mathematics*, 19: 29-37, January 1919.
A defense of mathematics.

KINDERGARTEN AND PRIMARY SCHOOL.

73. Curtis, Fanniebelle. Tentative syllabus in kindergarten extension for the elementary schools of the city of New York. *Kindergarten and first grade*, 4: 11-13, January 1919.
74. Grant, Emma M. The kindergarten-primary grade. *Primary education*, 27: 6-8, January 1919.
The unification of kindergarten and primary education.
75. Krackowizer, Alice M. Projects in the primary grades. A plan of work for the primary grades and the kindergarten. Philadelphia and London, J. B. Lippincott company [1919] 221 p. front., plates. 12°. (Lippincott's school project series, ed. by W. F. Russell)
76. More kindergartens a necessity. *Outlook*, 120: 580-81, December 11, 1918. illus.
The information contained in this article was obtained from Miss Beadie Locke, chief of the kindergarten division of the United States Bureau of education.
77. The relation between initiative and organization. *Kindergarten and first grade*, 4: 4-10, January 1919.
Initiative and organization in the kindergarten. The first article is by Catharine R. Watkins, the second by Caroline D. Aborn, and the third by Grace E. Mix.
A discussion which took place at the meeting of the International kindergarten union in Chicago.
78. Vinal, William Gould. First grade readers. *Nature-study review*, 14: 371-79, December 1918.
A survey and criticism of first grade readers showing the nature content of thirty-three of the best and most used first-grade readers.
79. White, Jessie. Misconceptions of the Montessori method. *School guardian* (London) 44: 29-31, December 21, 1918.
Says that nothing could be more penetrated by religion than Dr. Montessori's view of life. Deals with the misconceptions that have arisen regarding the Montessori system.

RURAL EDUCATION.

80. Lewis, Howard. The rural school and the community; a study of the methods and application of the social survey. Boston, R. G. Badger [1918] 91 p. 12°. (Library of educational methods)
Bibliography: p. 85-88.
81. Stimson, Rufus W. Effect of rural continuation school on agricultural efficiency. *American education*, 22: 208-11, January 1919.
Deals particularly with the home project plan of teaching agriculture.

SECONDARY EDUCATION.

82. Andrews, W. E. Correlation in high school science courses. School review, 27: 1-12, January 1919.

Says that the recent vocational pressure has increased "the number of *studies* rather than the number of natural *sciences*". Presents a plan for high school program for year-courses.

83. Cade, George N., and Gray, William S. Objective studies of the achievements of training-school and public-school pupils in the freshman year of the high school. Elementary school journal, 19: 291-310, December 1918.

A study to determine the relative efficiency of teaching in elementary training schools which are connected with normal schools and in elementary public schools.

84. Ferguson, H. O. The high school chorus—its importance and organization. Nebraska teacher, 21: 217-20, January 1919.

Part I appeared in the December issue.

85. Haisley, Otto W. A type of high school administration. American school board journal, 58: 34, 77, January 1919.

Shows how a high school in a small city gets along without a principal by giving the clerical work over to the commercial department to be handled and by putting the disciplinary problems into the hands of the teachers who are appointed as special advisers.

86. Jerusalem, William. Problems of the secondary teacher; authorized translation by Charles F. Sanders. Boston, R. G. Badger [1918] 258 p. 8°. (Library of educational methods)

The translator gives as his reason for offering this book in English dress, "its splendid success in the effort to furnish insight into the problems of the secondary school from the profound viewpoint of the fundamentals of human nature and of human society."

87. Joliet, L. Les deux écoles. Revue universitaire, 27: 235-44, November 1918.

The two schools whose views are discussed in this article are those who hold that secondary education should be open to all pupils wishing it, and those who would admit to secondary institutions only specially qualified candidates.

88. Kuhn, Paul. Les arts mécaniques dans l'enseignement secondaire. Revue universitaire, 27: 245-52, November 1918.

Criticises secondary education in France for hitherto devoting its attention too much to training the intellect alone. Favors recognition of the manual arts by the new education which is to follow the war.

89. Lull, Herbert G. Administration of junior and senior high school curricula. American schoolmaster, 11: 440-46, December 15, 1918.

Examples.—Junior and senior training high schools, Kansas state normal, Emporia.

90. Morrison, Henry C. The supervision of high school teaching. School review, 27: 18-23, January 1919.

Emphasises the importance of "technique." Says that technique comes through observing technique in others and practicing it under the observation of those who possess it.

91. Patterson, Herbert. The high-school curriculum: a statistical study of accredited four-year high schools in South Dakota. School and society, 8: 776-80, December 28, 1918.

This study shows what is actually being taught in our high schools at the present time and notes the emphasis given to the different subjects.

92. Borem, S. O. Measuring East junior high school of Sioux City, Iowa. School review, 27: 44-55, January 1919.

Deals with entrance requirements, housing, kinds of courses, departmentalized instruction, preparation of teachers, the student advisory system, supervised study, etc.

93. White, Robert J. Cost of high-school instruction in Washington. American school board journal, 58: 25-28, 78, January 1919.

94. Wilcox, George M. Cost of high school instruction. Method of computing cost of instruction and its application to thirty high schools in South Dakota and to three high schools in Des Moines. Educational administration and supervision, 4: 445-66, November 1918.

Bibliography on cost in relation to education, p. 464-66.

95. Yoder, C. M. "The funds of high school organizations." Wisconsin journal of education, 51: 16-20, January 1919.

Suggests plan and forms for caring for the finances of high school organizations.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

96. Aretz, C. W. A point scale method for the rating of elementary school teachers. Current education, 23: 3-8, January 1919.

97. Balliet, Thomas M. A critique of normal school curricula. Journal of the New York state teachers' association, 5: 257-59, November 1918.

Says that normal schools are strong on the practical side of their work and that their weakest point is their academic training.

98. Cattell, J. McKeen. The "policies" of the Carnegie company. School and society, 9: 10-23, January 4, 1919.

Gives extracts from statements from a number of professors showing the widespread discontent with the Carnegie plans for life insurance and annuity policies for teachers, and compares the rates of the Carnegie company with the rates of the two largest American insurance companies.

99. Johnson, Alvin. More educational inquisition. New republic, 17: 305-7, January 11, 1919.

Discusses the case of a teacher who was dismissed for disloyalty from the Manual training high school of Brooklyn, N. Y.

100. Lull, H. G. The redirection of teacher training in normal schools. Educational administration and supervision, 4: 483-92, November 1918.

101. MacCaughey, Vaughan. The teaching profession in Hawaii. Sierra educational news, 15: 15-17, January 1919.

A brief outline of the important facts concerning teachers and teaching in Hawaii.

102. Madden, Martin B. Pay of teachers. Journal of education, 89: 47, January 9, 1919.

An address by Congressman Madden in Congress when discussing the bill for higher salaries in Washington, D. C.

103. Martin, A. S. Teachers' salary-increase in Pennsylvania paramount to the welfare of the children and the state. American school board journal, 58: 22, 78, January 1919.

Shows the need for a radical readjustment of salaries in Pennsylvania and also for a liberal increase in order that the teachers may live within the profession above the poverty line.

104. **New Jersey.** Bureau of state research. Teachers' retirement systems in New Jersey. Their fallacies and evolution. Parts II and III. Present condition and practical remedies. Newark, Bureau of state research, 1918. p. 53-87. 8°. (State research, section 2, vol. 6, no. 1, October 1918. Consecutive no. 12)

Part I, "Evolution of the systems," was published as Consecutive no. 10.

105. **Wilson, Lester M.** Psychology in teacher training courses. Educational administration and supervision, 4: 467-78, November 1918.

The content, method, etc., of courses in psychology.

106. **Withers, John W.** The training of teachers in service. Elementary school journal, 19: 268-78, December 1918.

Second article of series. Delivered on July 17, 1918, as one of a series of lectures given during Superintendents' week, at the University of Chicago. Urges the cultivation of more intimate relations between institutions of higher education and city systems.

107. **Wright, John D.** Normal training of teachers. Volta review, 20: 727-29, December 1918.

Training of teachers of the deaf. Discusses qualifications of candidates.

HIGHER EDUCATION.

108. **Boas, Franz.** Freedom to teach. Nation, 108: 88-89, January 18, 1919.

Writer thinks that university faculties should not be closed corporations, and that university research and instruction should not be monopolized by the appointees of university boards of trustees. He advocates a system which will give properly qualified volunteer instructors an opportunity to teach.

109. **Bolton, Frederick E.** What should constitute the curriculum of the junior college or extended high school? School and society, 8: 726-30, December 21, 1918.

110. **Heckel, Albert Kerr.** The war aims course in the colleges. Historical outlook, 10: 20-22, January 1919.

111. **Le Bontillier, Philip.** The Princeton A. B. degree. Princeton alumni weekly, 19: 260-61, 278-79, January 8, 15, 1919.

Deals with the proposed readjustment of the A. B. curriculum, and the position of Princeton as regards classical education, the effect her championship of it had on pre-war development and the probable effect of it on her post-war development.

112. **Milburn, J. B.** The University of Louvain. Catholic educational review, 17: 3-16, January 1919.

A brief history of the University of Louvain and its library, which were reduced to ruins and ashes in 48 hours by the Germans.

This article was written in May 1915, "but the whole world was so absorbed in the struggle then going on and in the rapid succession of the terrible events of the war that it was deemed wiser to hold it for calmer times."

113. **National scholarships.** New republic, 17: 329-30, January 18, 1919.

An editorial advocating a system of national scholarships for selecting from the common schools, and training for national service, a sufficient number of young men.

114. **Schurman, Jacob G.** Twenty-sixth annual report by President Schurman, 1917-1918. Ithaca, N. Y., Cornell university, 1918. 63, cxlii p. 8°.

Among the topics treated in this report the following seem worthy of special mention: Compulsory and free study, The university and democracy, The humanities and humanity, The cultivation of science, Federal subventions for research, The crisis in medical education.

115. **Shipley, Arthur Everett.** An English university in war time. *Outlook*, 121: 62-63, January 8, 1919.
 Writer is master of Christ's college, Cambridge.
116. **Smith, Henry Louis.** "Working one's way" through college. *Lexington, Va., Washington and Lee university*, 1918. 16 p. 12°. (Washington and Lee university bulletin, vol. 17, no. 19, December 15, 1918).
 For the guidance and encouragement of young men who are richer in brains, energy, and character than in available cash.
117. **Southern association of college women.** Bulletin for the joint committee of the Association of colleges and secondary schools of the Southern states and the Southern association of college women to secure legislation restricting the granting of charters with degree-conferring privileges. Pub. by the Southern association of college women, 1918. 31 p. 8°.
118. **Stokes, Anson Phelps.** University reorganization problems and policies. *Yale alumni weekly*, 28: 429-35, January 17, 1919.
 Abstract of address at a New York Yale club mass meeting January 13, 1919.

SCHOOL ADMINISTRATION.

119. **National association of school accounting and business officials of public schools.** Report of the 7th annual meeting, May 21, 22, and 23, 1918. Rochester, N. Y. 79 p. 8°. (E. C. Baldwin, secretary, Boston, Mass.)
 Contains: 1. William Dick: School administration, p. 7-13. 2. Arthur Kin-kade: Efficiency in school business management, p. 13-23. 3. L. C. Powers: Uniformity in the classification of school expenditures, p. 24-30. 4. E. M. Brown: Purchase of supplies and award of contracts, p. 30-35. 5. H. R. Bonner: Collecting and compiling high school statistics, p. 36-37. 6. G. W. Gerwig: The high cost of ignorance, p. 39-43. 7. J. D. McCollister: The secretary in the small city—his relations to the school board, the employees and the citizens, p. 43-46. 8. H. L. Patterson: Economy in schoolhouse construction, p. 46a-46f. 9. G. F. Womrath: Ventilation of school rooms and systems in use, p. 47-62. 10. R. H. Thomas: Fire insurance, p. 62-70.
120. **Espenschied, F.** Helpful supervision. *Ohio educational monthly*, 68: 15-18, January 1919.
 A few suggestions that will aid superintendents to make their work more helpful to the teachers.
121. **Jernegan, Marcus W.** Compulsory education in the American colonies. *School review*, 27: 24-43, January 1919.
 Continued from December number. Resumes consideration of compulsory education in New England colonies.
122. **Mirick, George A.** Administration and supervision. *Elementary school journal*, 19: 285-90, December 1918.
 Says that the time has arrived "in the evolution of education when administration and supervision of instruction should be entirely separated from the kindergarten through the high school."
123. **Weeks, Arland D.** Apportionment of state school funds. *Quarterly journal of the University of North Dakota*, 9: 122-28, January 1919.
124. **Wiener, William.** Record control. *American school board journal*, 58: 43-45, January 1919.
 Gives samples of a number of record forms used by the Central commercial and manual training high school of Newark, N. J.

SCHOOL MANAGEMENT.

125. **Bonser, Frederick G.** School work and spare time. Cleveland, O., The Survey committee of the Cleveland foundation, 1918. 176 p. 12°. ([Cleveland foundation. Publications] 28)
 One of the seven sections of the report of the Recreation survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1917.

126. **Hall-Quest, Alfred L.** Supervised study for all pupils. American education, 22: 204-7, January 1919.
127. **Lappin, John C.** Supervised study. Ohio educational monthly, 68: 3-7, January 1919.
To be concluded next month.
128. **Linscheid, A.** Supervised study. Oklahoma school herald, 26: 333-36, December 1918.
Bibliography: p. 336.
129. **Maxwell, C. R.** The selection of text-books. School and society, 9: 44-52, January 11, 1919.
Deals with the prevailing standards of selection and justifiable standards for selections.
130. **Reavis, W. C.** The duties of the supervising principal. Elementary school journal, 19: 279-84, December 1918.
Declares the purpose of the article to be a presentation of the duties of the supervising principal in their entirety, rather than a consideration of the merits or demerits of the different types of principal.
131. **Sumner, S. Clayton.** Supervised study in mathematics. Journal of the New York state teachers' association, 5: 270-75, November 1918.

SCHOOL ARCHITECTURE.

132. **Challman, S. A.** What type of high school building is the best all-around investment? American school board journal, 57: 45, 73, 75; 58: 28-29, 78, December 1918, January 1919.
Part I: The home desk study room type. Part II: The combined study and recitation room type.

SCHOOL HYGIENE AND SANITATION.

133. **Brincker, J. H.** Laboratory methods in school hygiene. School hygiene (London), 9: 51-60, November 1918.
Also in American journal of school hygiene, 2: 142-51, December 1918.
134. **Holder, Arthur E.** What is the relation of wages to public health? American journal of public health, 8: 888-94, December 1918.
An interesting study by a member of the Federal board for vocational education. Emphasizes health inspections in public schools, etc.
135. **Priestley, John.** The benefits of medical inspection. School hygiene (London), 9: 46-50, November 1918.

PHYSICAL TRAINING.

136. **Benson, Ruth.** Value of physical training. South Dakota educator, 32: 14-15, January 1919.
137. **Stecher, William A.** Lessons from the first draft for soldiers under the selective service act. Mind and body, 25: 321-29, December 1918.
The need for definite vigorous physical activity as shown in the results from the draft, and what the schools are going to do to decrease the amount of physical unfitness. Speaks particularly of conditions in Philadelphia.
138. **Walsh, James J.** Abuses in college athletics. America, 20: 360-62, January 18, 1919.
Speaks of some of the unfortunate tendencies that in recent years have been so much in evidence in college athletics.

SOCIAL ASPECTS OF EDUCATION.

139. **Holmes, Henry W.** Scouting and the schools. Educational standards, 7: 41-44, December 1918.
Speaks particularly of the cooperation which should exist between the scouts and the schools.

140. The training school of psychiatric social work at Smith College. *Mental hygiene*, 2: 582-94, October 1918.
A symposium, as follows: (1) Educational significance of the course, by W. A. Neilson. (2) A lay reaction to psychiatry, by E. M. Southard. (3) The course in social psychiatry, by Edith R. Spaulding. (4) A scientific basis for training social workers, by F. S. Chaplin. (5) An emergency course in a new branch of social work, by Mary C. Jarrett.
141. Westerman, Frieda Wuerfel. Social activities for high school girls: the camp fire girls. *American schoolmaster*, 11: 433-39, December 15, 1918. Bibliography: p. 439.

CHILD WELFARE.

142. National child labor committee. Fourteenth annual report. . . .
Child labor bulletin, 7: 149-223, November 1918.
Contains: 1. Ruth McIntire: American children and the war, p. 178-84. 2. Lucile Eaves: War-time child labor in Boston, p. 185-97. 3. E. G. Fuller: A national children's policy, p. 198-206. 4. E. G. Fuller: A quest of constitutionality, p. 207-14. 5. G. P. Barth: Why have health supervision of the working child? p. 215-17.
143. Slingerland, William H. Child placing in families; a manual for students and social workers. New York, Russell Sage foundation, 1919. 261 p. plates. 8°.

MORAL EDUCATION.

144. McCormack, T. J. Morality code for the young. School and home education, 38: 103-9, January 1919.
Published with the consent of the National institution for moral instruction, Washington, D. C.

RELIGIOUS EDUCATION.

145. Cope, Henry F. Democratic training through the church. *Religious education*, 13: 401-11, December 1918.
146. Drake, Durant. Religious education after the war. *Religious education*, 13: 387-97, December 1918.
An address delivered at the Unitarian general conference at Montreal, in September, 1917, reprinted with slight modifications.
147. Weigle, Luther Allan. The effect of the war upon religious education. *In Religion and the war*; by members of the faculty of the School of religion, Yale university; ed. by E. Hershey Sneath. New Haven, Yale university press, 1918. p. 105-21.
Says that religious education after the war will be more democratic, more immediately concerned with life, more fully Christian.

MANUAL AND VOCATIONAL TRAINING.

148. Bennett, Charles A. Wanted: a national school of industrial art. *American magazine of art*, 10: 85-88, January 1919.
Outlines a scheme for an advanced school of industrial arts which would be for the art industries what post-graduate courses in the universities are to the professions.
149. Cummings, John. The new apprenticeship. *Vocational summary*, 1: 10-11, December 1918.
150. Guillet, Léon. L'enseignement technique supérieur à l'après-guerre. Paris, Payot et cie., 1918. 294 p. 12°. (Bibliothèque politique & économique)

151. Hoyer, John W. The attitude of organized labor with respect to industrial education. *Manual training magazine*, 20: 162-66, January 1919.
152. Kelly, F. J. The general or composite industrial school in the city of less than twenty-five thousand population. *School and society*, 8: 721-28, December 21, 1918.

The function of the composite industrial school, its course of study and the teachers.

153. Leavitt, Frank M. Outlining a manual arts course for the first eight grades. *Industrial-arts magazine*, 8: 1-6, January 1919.
154. Ross, Denman W. On art education in the public schools. *Educational standards*, 7: 61-67, January 1919.

Putting the teaching of art upon a more scientific basis.

155. Snedden, David. Vocational education after the war. *School and society*, 8: 751-58, December 28, 1918.

Notes of an address delivered before the Regents' convocation of the state of New York, December 12, 1918.

156. U. S. Federal board for vocational education. Second annual report. 1918. Washington, Government printing office, 1918. 172 p. 8°.

VOCATIONAL GUIDANCE.

157. Bishop, Avard Longley and Keller, Albert Galloway. Industry and trade; historical and descriptive account of their development in the United States. Boston, New York [etc.] Ginn and company [1918] 426 p. illus. 12°.

The purpose of this book is to prepare the boys and girls in our schools for efficient citizenship and for material success as well, by teaching them the industrial and commercial situation in our country today. It will be useful in vocational direction work.

158. Clark, Harry. Vocational guidance. *High school journal*, 2: 6-8, January 1919.

The value of vocational guidance to the teacher, the employer, the parent, and the student.

159. Wilson, Ida M. The employment manager and applied vocational guidance. *Annals of the American academy of political and social science*, 81: 144-47, January 1919.

Says that one should go to living sources for vocational information: to office, factory, and field.

AGRICULTURAL EDUCATION.

160. Mead, Elwood. Summary of soldier settlements in English-speaking countries. Washington, Government printing office, 1918. 28 p. 8° (*At head of title:* Department of the interior. Franklin K. Lane, secretary)

Includes the subject of training the soldiers by agricultural courses and otherwise, for working the lands allotted to them.

COMMERCIAL EDUCATION.

161. Bishop, Avard L. A plan for a scientific course in preparation for business. *Yale alumni weekly*, 28: 384-85, January 3, 1919.
162. Bush, Mrs. Hinton. The present need of shorthand and typewriting in the high schools. *Mississippi educational advance*, 8: 19-26, November 1918.
163. Reed, James C. Practical course in salesmanship and advertising for high schools. *Business educator*, 24: 22-24, January 1919.

CIVIC EDUCATION.

164. **Junior civic and industrial league, Lincoln, Nebr.** The junior citizen. An account of the activities of the Junior civic and industrial league, Lincoln, Nebraska, 1917-18. Pub. jointly by the Lincoln commercial club, the Lincoln city government, and the Board of education. [Lincoln 1919?] 47 p. illus. 8°.

AMERICANIZATION OF IMMIGRANTS.

165. **Lape, Esther Everett.** Americanization in Delaware. A state policy initiated by the Delaware state council of defense. [Dover, Del., 1918] 48 p. 8°.
166. **National efficiency quarterly**, vol. 1, no. 3, November 1918. (Americanization)
- Contains: 1. Sarah Elkus: Education in English language promotes efficiency, p. 140-49. 2. Joseph Mayper: Flag day in America, p. 152-64. 3. Frank Trumbull: The progress of Americanization, p. 179-86. 4. Anne Rhodes: Americanizing an industrial city, p. 186-96. 5. A. J. Beatty: Effective Americanization program, p. 196-203. 6. Bessie Locke: The kindergarten a vital Americanizing agency, p. 204-13.
167. **Wilson, H. B.** The Americanization of education. *Western journal of education*, 24: 1-2, December 1918.

Extracts from an address delivered before the California schoolmasters' club.

Discusses the establishment of an educational system in the United States which is definitely adapted to serve the present and future needs of our nation; a system adapted to realize our present and gradually evolving ideals; a system adapted to preserve, enlarge, and improve our democratic American institutions.

MILITARY TRAINING.

168. **Chancellor, William Estabrook.** S. A. T. C. reflections of a college professor. *Journal of education*, 89: 31-33, January 9, 1919.
169. **Sanford, S. V.** The S. A. T. C.—a college view. *High school quarterly*, 7: 95-103, January 1919.
- The organization of the S. A. T. C. at the University of Georgia, some of the defects of the system, and lessons to be learned from it.
170. **Stowe, A. Monroe.** The S. A. T. C. idea, a possible solution of some of the social and military problems of democracy. *School and society*, 8: 758-62, December 28, 1918.
171. **Thorndike, Edward L.** Scientific personnel work in the army. *Science*, n. s. 49: 53-61, January 17, 1919.
172. **Thwing, Charles F.** The duties of the soldier-student. *Educational review*, 57: 1-4, January 1919.

Sums up the duties as follows: Obedience; whole-heartedness and enthusiasm; unity of purpose; and patriotism. In other words, "the duty of obedience; the duty of giving your best self to the cause you serve; the duty of remembering that you are a part of a great whole; the duty of love for your country and for the world."

REEDUCATION OF WAR INVALIDS.

173. **Bennett, Helen Christine.** Helping the wounded to help themselves. *Pictorial review*, 20: 6-7, 63, February 1919. Illus.
- Uncle Sam's wonderful reconstruction work, both physical and vocational, is making our disabled soldiers self-supporting.
174. **Drexel, Constance.** Rehabilitation and vocational training of war cripples. *American labor legislation review*, 8: 308-10, December 1918. Illus.

175. **Hill, David S.** Valid uses of psychology in the rehabilitation of war victims. *Mental hygiene*, 2: 611-28, October 1918.
An examination of the Canadian system; question of mental tests, etc.

EDUCATION OF SOLDIERS.

176. **Stockbridge, Frank Parker.** The khaki university. *World's work*, 37: 332-39, January 1919. illus.
Fitting our soldiers for civilian life; the biggest educational institution in the world; every soldier to be given an equal opportunity for education and special training for civilian employment; keeping up with the stay-at-homes.

EDUCATION OF DEAF.

177. **Andrews, Harriet A.** The diary of a deaf child's mother. A prize essay. *Volta review*, 20: 739-43, December 1918.
Continued from November number.
178. **Bartlett, Bertha L.** How a mother taught herself how to train her deaf child. *Volta review*, 20: 733-38, December 1918.
Continued from November number.
179. **Pintner, Rudolf.** The measurement of language ability and language progress of deaf children. *Volta review*, 20: 755-66, December 1918.
Emphasizes the need for greater coordination among deaf schools, for a more uniform system of grading; also for a better classification of the pupils according to their abilities in each subject.

EXCEPTIONAL CHILDREN.

180. **Michigan.** Department of public instruction. Backward and deficient children. A study of sub-normal children in the rural schools of Michigan. [Lansing] The superintendent of public instruction, 1918. 22 p. tables. 8° (Bulletin no. 25)

LIBRARIES AND READING.

181. **American library association.** Papers and proceedings of the fortieth annual meeting . . . held at Saratoga Springs, N. Y., July 1-6, 1918. (Chicago, Ill., American library association, 1918. p. 43-383. (*Its Bulletin*, September 1918) (George B. Utley, secretary, 78 East Washington street, Chicago, Ill.)
Contains: 1. A. E. Bostwick: The future of library work, p. 50-57. 2. F. K. Walter: The war and library training, p. 98-103. 3. Herbert Putnam: The library war service, p. 103-5. 4. J. C. M. Hanson: What the university library is doing to help win the war, p. 192-96. 5. M. S. Dudgeon: What men read in camps, p. 221-22. 6. School libraries section, p. 306-7.
182. **Braisted, William C.** Books every boy should read. *American boy*, 20: 10, January 1919.
The Surgeon-general of the U. S. Navy gives a list of books which boys should read. He says that "Good books give something more than entertainment and instruction—they give power."
183. **Kerr, Willis H.** Library promoting. *School and society*, 9: 79-83, January 18, 1919.
Address before the New York state library association, Lake Placid club, N. Y., September 27, 1918.
Points out some of the methods of library promoting used successfully in the emergency of war in the camp libraries.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

184. American agricultural colleges. A study of their organization and their requirements for admission and graduation. By Chester D. Jarvis. Washington, 1918. 125 p. (Bulletin, 1918, no. 29).
185. Constitution of a community association. Washington, 1919. 12 p. (Community center circular no. 1, January, 1919).
186. Facilidades ofrecidas a los estudiantes extranjeros en los colegios y universidades de los Estados Unidos de la America del Norte; por Samuel Paul Capen. Washington, 1919. 222 p. plates. (Bulletin, 1918, no. 16).
187. Resources and standards of colleges of arts and sciences. Report of a committee representing the associations of higher educational institutions; prepared by Samuel Paul Capen. Washington, 1918. 79 p. Bulletin, 1918, no. 30).
188. The Spring manual of the United States school garden army. Washington, 1919. 31 p.
189. Vocational guidance and the public schools; by W. Carson Ryan, jr. Washington, 1919. 151 p. (Bulletin, 1918, no. 24).

NEW PERIODICALS.

- Americanization. Vol. 1, no. 1, September 1918. Published monthly. Bureau of education, Washington, D. C.
- Carry On; a magazine on the reconstruction of disabled soldiers and sailors. Vol. 1, no. 1, June 1918. Published monthly. Office of the Surgeon General, Washington, D. C.
- Chicago schools journal. Vol. 1, no. 1, September 1918. Published monthly, from September to June. Board of education, Chicago, Ill.
- Educational film magazine. Vol. 1, no. 1, January 1919. Published monthly. 33 West 42d Street, New York, N. Y.
- El estudiante latino-americano. Vol. 1, no. 1, July 1918. Published bi-monthly. Committee on friendly relations among foreign students, 347 Madison avenue, New York, N. Y. (J. M. Hernandez, editor, Ann Arbor, Mich.)
- National school service. Vol. 1, no. 1, September 1918. Published semi-monthly. Department of the interior, Washington, D. C.
- School life. Vol. 1, no. 1, August 1, 1918. Published semi-monthly. Bureau of education, Washington, D. C.
- Vocational summary. Vol. 1, no. 1, May 1918. Published monthly. Federal board for vocational education, Washington, D. C.

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1919, No. 14

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

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- of agriculture for the state boards for vocational education, p. 275-78. 16. R. J. W. Stimson: Sectional conferences and periods of professional improvement work for teachers of high school agriculture, p. 281-84; Discussion, p. 284-86. 17. W. S. Welles: Home-project work too small—something bigger needed—a substitute in operation, p. 286-88. 18. W. R. Hart: The new education in agriculture based on sound pedagogy, p. 290-94.
191. **Southern sociological congress. Democracy in earnest.** Washington, D. C., Southern sociological congress, 1918. 416 p. 8°.
- Chapter VI, The child, the woman, and the future nation.
- Contains: 1. M. L. Kesler: The modern orphanage in the South, p. 245-51. 2. E. Godbold: The school as a focus of disease, p. 251-56. 3. Mrs. Helena Holley: Responsibility for health in public schools, p. 257-62. 4. J. P. Faulkner: Teaching health in the public schools, p. 262-69. 5. R. W. Hogue: The child and heredity, p. 269-78.

EDUCATIONAL HISTORY AND BIOGRAPHY.

192. **Bloss, W. Escott.** An up-to-date schoolmaster in an old-time school. *School guardian* (London) 44: 54-56, January 1919.
- A sympathetic and interesting sketch of Charles Hoole, a seventeenth century schoolmaster, who conducted a grammar school in London. Describes his methods of discipline, etc.
193. **Garraghan, Gilbert J.** *St. Regis seminary.* *Catholic historical review*, 4: 452-78, January 1919.
- A history of the first Catholic Indian school in the United States. *St. Regis seminary, 1823-1831.*
194. **Gragg, Florence A.** Two schoolmasters of the renaissance. *Classical journal*, 14: 211-23, January 1919.
- Describes the work of Mathurin Cordier and Juan Luis Vives.
195. **Kimmel, Herbert.** The status of mathematics and mathematical instruction during the colonial period. *School and society*, 9: 195-202, February 15, 1919.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

196. **Barrett, James W.** *The twin ideals; an educated commonwealth.* London, H. K. Lewis & co. ltd., 1918. 2 v. 8°.
- A republication of essays, memoranda, articles, and letters on various educational, social, and political topics. Author has been a member of council of management and lecturer in the University of Melbourne, Australia.
197. **Cooley, C. H.** A primary culture for democracy. *Michigan alumnus*, 25: 293-99, February 1919.
- The demand for a new sort of liberal education.
198. **Denny, W. A.** A report on the school system of Anderson, Indiana, 1917-18. [Anderson, Ind., Senior high school printery, 1919?] 138 p. illus. 8°.
- This report is in the nature of a survey, giving information about school finance, the teaching staff, the pupil, school buildings, etc.
199. **General education board.** Public education in Delaware; a report to the Public school commission of Delaware. New York, General education board, 1918. 109 p. plates, tables. 12°.
- This report of the survey was prepared by Drs. Abraham Flexner and Frank P. Bachman, of the General education board.
200. **Hanson, C. C.** The business man's criticism of our public school system. [Memphis, Tenn., 1919] 14 p. 8°.
- A paper read before the National conference on rural education and country life, called by the United States Commissioner of Education, at Daytona, Florida, February 1-4, 1919.
201. **James, George F.** The schools of the people. *Educational foundations*, 30: 202-12, February 1919.
- This article is also issued in pamphlet form by the Western department of the National war work council, Y. M. C. A., San Francisco, Cal.
- CONTENTS.—Foreword.—War and schools.—I. Education spells opportunity.—II. The schools of yesterday.—III. The schools of today.—IV. The schools of tomorrow.
202. **Mac Caughey, Vaughan.** The racial elements in Hawaii's schools. *Education*, 39: 230-91, January 1919.
- Emphasizes the diversity of the racial elements, and the dominance of Asiatics in the schools of Hawaii.

203. **Mac Caughey, Vaughan.** Some outstanding educational problems of Hawaii. *School and society*, 9: 99-105, January 25, 1919.
 "The present paper aims to survey briefly some of Hawaii's outstanding educational problems, infers of the modern movements towards genuine Americanisation and genuine democracy."
204. **Moore, Robert C.** A letter to His Excellency, the Governor of Illinois, and to the members of the fifty-first General assembly. *Illinois teacher*, 7: 75-81, February 1919.
 The secretary of the Illinois state teachers' association presents a constructive program for consideration, including recommendations for increasing funds and increasing the teachers' wages. Compares the wages of mine workers with those of teachers.
205. **Morrison, Henry C.** Draft of a plan for needed improvements in our school system. [Hartford, Conn.] 1919. 32 p. 8°.
 A study of proposed organization of the school system of Connecticut by the assistant secretary of education.
206. **Reid, Gilbert.** Philippine observations. *Journal of race development*, 9: 283-97, January 1919.
 Discusses the educational system of the Philippine Islands.
207. **Smith, Robert M.** Some economic aspects of education. [Malone, N. Y., Industrial press, 1918?] 16 p. 8°.
208. **Sowers, J. I.** Making education universal. *Teacher's journal*, 18: 304-9, February 1919.
 The educational value of labor, equality of educational opportunity, and education and social betterment.
209. **Weatherly, Ulysses G.** Educational publicity. *Scientific monthly*, 8: 146-59, February 1919.
 Says that educational publicity must differ from commercial advertising because the central purpose of education is impulsive and not acquisitive. Has reference to colleges and universities.

FOREIGN COUNTRIES.

210. **Begbie, Harold.** Living water, being chapters from the romance of the poor student. London, Headley bros. [1918?] 209 [1] p. 12°.
211. **Bezard, J.** Une discussion anglaise sur les "humanités." *Revue universitaire*, 27: 332-44, December 1918.
 Reviews the opposing arguments in these papers: Education in our public schools; a critical defence of the present system, by Cyril E. Robinson, Nineteenth century and after, June 1917. A defence of the modern humanities, by Cloudeley Brereton, in same periodical for April 1918.
212. **Browning, Webster E.** The program of studies for the evangelical school in Latin America. *Educational foundations*, 30: 218-23, February 1919.
213. **Chamberlain, W. I.** Recent developments in the state educational system of India. *Journal of race development*, 9: 298-313, January 1919.
214. **Gros, J.** L'inspection primaire en France. Deuxième partie: de 1850 à 1915. *Revue pédagogique*, 73: 258-65, October 1918.
 To be continued.
 The first part of this series, covering the period 1835 to 1850, appeared in the *Revue pédagogique* for August and September 1912.
215. **Intercollegiate Zionist association of America.** *Kadimah*. New York, Federation of American Zionists, 1918. 220 p. plates. 12°.
 Contains: 1. Educational institutions of Palestine, by Moshe Mnuehm, p. 75-122. 2. The Intercollegiate: a retrospect, by Jonas S. Friedenwald, p. 193-208.
216. **Mossinsohn, Ben Zion.** Israel's cultural renaissance. *Asia; journal of the American Asiatic association*, 19: 120-26, February 1919. illus.
 An account of the recent revival of Jewish educational institutions in Palestine.
217. **Raphael, Gaston.** Les langues dans l'Europe moderne. *Revue pédagogique*, 73: 344-53, November 1918.
 A review of a recent book on the above subject by A. Meillet (Paris, Payot et cie.) which holds that unity of civilisation tends to require unity of language. The society of nations will need to use the principal existing civilised tongues, and doubtless also an international language.

218. Rhodes, E. N. School management in Germany. Educational administration and supervision, 4: 510-23, December 1918.
219. Saras, Alfredo. Il problema della scuola nell'ora presente. Nuova antologia, 53: 384-91, August 16, 1918.
220. Schoen, Max. H. G. Wells on education. Education, 39: 325-34, February 1919.
A review of Mr. Well's "The education of Joan and Peter."
221. Wallace, W. S. The text-book poison in Canadian-American friendship. Bookman, 48: 680-84, February 1919.

EDUCATIONAL RECONSTRUCTION.

222. Clark, M. G. Idealism and our new nationalism. Midland schools, 33: 150-56, 158-61, January 1919.
Also separately reprinted.
President's address before the Iowa state teachers' association.
Reconstruction—industrial, military, educational, and religious.
223. Colorado. Department of public instruction. A war-modified course of study for the public schools of Colorado. Vols. 1-5. Denver, 1918. 5v. 8°. Prepared by Mary C. C. Bradford, and co-operating educators.
Vol. I, Social subjects, 187 p. Vol. II, The tools of education, 77 p. Vol. III, The world of nature and of man, 179 p. Vol. IV, Special subjects, 96 p. Vol. V, Outline courses for high schools, junior and senior high school courses, four year high school outline, miscellaneous, 74 p.
224. Davis, Calvin O. The war and secondary education. Michigan alumnus, 25: 311-21, February 1919.
Considers briefly transformations that are being made in respect to aims, organization, subject-matter, internal administration, government, and methods in secondary education.
225. Ellwood, Charles A. Reconstruction of education upon a social basis. Educational review, 57: 91-109, February 1919.
Says that we live in a social world more than in a world of physical objects. Our chief adjustments must be made to men and to institutions, not to things. Education is the medium for such adjustments. Recommends more social and political studies in the curriculum of schools and higher institutions.
226. Fisher, Samuel H. The need and direction of Yale reconstruction. Yale alumni weekly, 28: 527-29, February 14, 1919.
A speech at the dinner of the New Haven Yale alumni association, February 3, 1919.
227. Hall-Quest, A. L. Curriculum of modern high school. School index, 5: 154-55, 162-64, January 31, February 7, 1919.
Paper read before the Cincinnati schoolmasters club on January 11, 1919.
Discusses the views of Dr. Elliot and Dr. Butler on educational reconstruction.
228. Lose, Charles. Necessary changes in the course of study because of the war. In Board of principals of the state normal schools of Pennsylvania. Proceedings, 1918. Harrisburg, Pa., 1918. p. 4-11.
Necessary changes in the course of study of normal schools.
229. National Catholic war council. Committee on special war activities. Social reconstruction. A general review of the problems and survey of remedies. Washington, D. C., Committee on special war activities, National Catholic war council, 1919. 24 p. 12°. (Reconstruction pamphlets, no. 1, January 1919.)
The committee is of the opinion that, in the reconstruction that is to come, vocational training should be substantially universal, but not divorced from cultural education. It regards the outlook as good for legislation against child labor.
230. Poland, William. Reconstruction; the college. America, 20: 401, January 25, 1919.
The struggle of the college, its place between the high school and the post-graduate school. In conclusion the writer says that at present the character of the knowledge implied by the A. B. degree is relatively indeterminate, while the time required to obtain the degree is 16 years. Wonders if it would be possible to determine the knowledge and if the knowledge as so determined could be acquired in 12 years.

231. Strayer, George D. Educational leadership. Journal of the New York state teachers' association, 5: 290-94, January 1919.
Speaks particularly of lessons that have been learned from the war and the new bill for a Department of education.
232. Zabriskie, Edward Cornell. Effect of the war on the schools. School, 30: 233, February 13, 1919.
The writer sees a great spiritual and mental uplift for the schools and a broadened field for teachers.

EDUCATIONAL THEORY AND PRACTICE.

233. Adams, John, ed. The new teaching. 2d. ed. London, New York [etc.] Hodder and Stoughton, 1919. 428 p. 8°.
CONTENTS.—I. The new teaching, by The editor.—II. English, by The editor.—III. Modern foreign languages, by L. de Glehn.—IV. The classics, by W. H. D. Rouse.—V. Science, by T. P. Nunn.—VI. Mathematics, by J. Strachan.—VII. Geography, by J. Fairgrieve.—VIII. History (a) by M. W. Keatinge; (b) by E. L. Hasluck.—IX. (a) Music, by P. C. Buck; (b) Music in elementary schools, by J. Borland.—X. Drawing and art, by H. B. Carpenter.—XI. Handwork, by G. F. Johnson.—XII. Physical training, by G. M. Campbell [and] Miss Muriel H. Spalding.—XIII. Domestic subjects by Miss M. E. Marsden.—XIV. Commercial subjects, by F. Charles.
234. Finegan, Thomas E. Training for national service. Journal of education, 89: 59-62, January 16, 1919.
An address before the Massachusetts state teachers' association.
Says that the best training for national service lies in the best training of the individual human unit. It is the business of the school to begin with the individual.
235. Peterson, Joseph. Getting results in teaching. School and home, 11: 8-9, January 1919.
Thinks that the two fundamental factors in good teaching are proper motivation and careful and accurate checking up of the results of individual efforts as soon as possible after their occurrence.
236. Busk, Robert B. The doctrines of the great educators. London, Macmillan and co., limited, 1918. 294 p. 12°
CONTENTS.—I. Plato.—II. Quintilian.—III. Elyot.—IV. Loyola.—V. Comenius.—VI. Milton.—VII. Locke.—VIII. Rousseau.—IX. Pestalozzi.—X. Herbart.—XI. Froebel.—XII. Montessori.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

237. Bovingdon, John. Ignorance and experiment in education. Education, 39: 257-69, January 1919.
Advocates the experimental method in education. Says that our knowledge of child psychology, educational methods and the requirements of social life is inadequate.
238. Conklin, Edmund S. Superstitious belief and practice among college students. American journal of psychology, 30: 83-102, January 1919.
A report of a study based upon the returns to a questionnaire presented each year for four years (1913-1917) to the students beginning psychology at the University of Oregon. Superstitious belief or practice was admitted by 53 per cent of the group studied, by 40 per cent of the males and 66 per cent of the females. Interesting details are presented in the paper.
239. Dodson, John D. An experimental study of the relative values of reward and punishment in habit formation. [n. p.] 1918. p. 231-276. 4°.
A dissertation submitted to the faculty of the graduate school of science, literature and arts of the University of Minnesota in partial fulfillment of the requirements for the degree of Doctor of philosophy.
Reprinted from Psychobiology, vol. I, no. 3, November 1917.
240. Hall, G. Stanley. The viewpoint of the psychologist as to courses of study which will meet the future demands of a democracy. Journal of the New York state teachers' association, 5: 294-98, January 1919.
241. Hug-Helmuth, H. von. A study of the mental life of the child. Psychoanalytic review, 6: 65-88, January 1919.
Continued from Vol. 5, p. 427, of December number. Discusses art in the life of the child; dreams, etc.
242. Kirkpatrick, E. A., ed. Studies in psychology, by student teachers for teachers in training and service. Boston, R. G. Badger [1918] 104 p. 12°.

243. **Wilson, Clara Owaley.** The educational value of toys and pets. Kindergarten and first grade, 4: 44-48, February 1919.

To be continued.

A thesis submitted to the Department of education of the graduate college of the University of Nebraska.

Results of a questionnaire sent to the parents of 750 kindergarten children, and 4 rem returns received from 670 adults, giving reminiscences of childhood toys and pets.

EDUCATIONAL TESTS AND MEASUREMENTS.

244. **Cody, Sherwin.** Commercial tests and how to use them. Yonkers-on-Hudson, N. Y., World book company, 1919. 216 p. 12°. (School efficiency monographs)

This book presents the history and technic of the National business ability tests, which were used as the basis for the efficiency employment register of high school graduates now being offered by the United States employment service in New York city. Commercial employment here includes office boys, general clerks, and sales people, as well as stenographers and bookkeepers.

245. **Greene, Harry A.** A standardization of certain opposites tests. Journal of educational psychology, 9: 559-66, December 1918.

"The opposites test has been shown to have a high correlation with general intelligence and to be a high diagnostic instrument. Lists of opposites vary in difficulty, and in this study an attempt has been made to determine the relative difficulty of each term of the test. Each of the 80 stimulus words is given a point rating on the basis of nearly 1,000 responses."

246. **Henry, Mary Bess.** Mental testing as an aid in guidance and classification of school children. [Santa Ana, Cal.] 1919. 23 p. 8°. (Publications of Santa Ana public schools, Santa Ana, Cal. Department of research. Bulletin no. 1)

247. **Herring, John P.** Measurements of some abilities in scientific thinking. Journal of educational psychology, 9: 535-58, December 1918.

"Formal logic has fallen into disrepute, but the need for the study of logical processes is greater than ever. The author presents a series of tests in scientific method, and discusses their use in individual and class diagnosis."

248. **Johnson, Willis E.** Reading, writing, arithmetic, and spelling in the city and town schools of South Dakota in 1917-18. Aberdeen, S. Dak., Bureau of educational research, Northern normal and industrial school [1918] 30 p. 8°. (Bulletin of the Northern normal and industrial school, vol. 12, no. 2, October 1918)

249. **Los Angeles, Cal. School department.** Division of educational research. First year book. Section 1. Los Angeles city school district, 1918. 182 p. 8°. (School document no. 13)

Gives the results of tests given in arithmetic, reading, history, spelling, geography, and English.

250. **Minnick, J. H.** A scale for measuring pupils' ability to demonstrate geometrical theorems. School review, 27: 101-9, February 1919.

Study based on tests given in 30 high schools throughout the country and ranging in size from a few hundred pupils to several thousand. These pupils had completed either the first two books of plane geometry or all of plane geometry. Illustrated with graphs and tables.

251. **Morley, E. E.** Scientific measurement of special abilities and its relation to class-room instruction. Educator-journal, 19: 305-15, February 1919.

A study made of the achievements of grade pupils in ten consolidated schools of Hendricks county, Indiana.

252. **Pressey, Luella W.** Sex differences shown by 2,544 school children on a group scale of intelligence, with special reference to variability. Journal of applied psychology, 2: 323-40, December 1918.

Study based on a mental survey of the school population of three small Indiana cities, made in the spring of 1918, using a group scale of intelligence developed at Indiana university.

253. **Skeeles, Arthur G.** The educational yard stick. Journal of education, 89: 93-95, January 23, 1919.

The value of tests.

254. **Starch, Daniel.** A scale for measuring handwriting. *School and society*, 9: 154-58, 184-88, February 1, 8, 1919.
 "The purpose of this investigation was to make a thorough examination of the values and units of the existing handwriting scales, in particular those of Thorndike and of Ayres, and to construct a new one as it seemed advisable.
255. **Thorndike, Edward L.** Tests of intelligence; reliability, significance, susceptibility to special training, and adaptation to the general nature of the task. *School and society*, 9: 189-95, February 15, 1919.
256. **Wilson, G. M.** The proper content of a standard test. *Elementary school journal*, 19: 375-81, January 1919.
 Describes the Monroe decimal tests.

SPECIAL METHODS OF INSTRUCTION.

257. **Clement, Ina.** Teaching citizenship via the movies. New York city, 1918. 19 p. 8°. (Municipal reference library. Special report no. 2, June 26, 1918)
 Contains a list of civic motion picture films which are available for use by civic institutions or municipalities.
258. **Pierce, Bessie L.** An experiment in individual instruction in history. *Historical outlook*, 10: 86-87, February 1919.
 The advantages of the individual method of instruction as shown by an experiment tried in the University high school of Iowa City.
259. **Thompson, C. J.** A study of the socialized versus the academic method of teaching written composition. *School review*, 27: 110-33, February 1919.
 Study based on results of an experiment conducted by two freshman classes in a large technical high school. Says that method is a decisive factor in teaching written composition. Attention of pupils should be focussed primarily on the social elements of the composition problem. Illustrated with graphs and statistical tables.

SPECIAL SUBJECTS OF CURRICULUM.

260. **Barker, W. H. and others.** Geography in advanced courses. *Geographical teacher* (London) 9: 181-89, (Spring) 1918.
 A symposium. Papers read at the 1918 annual meeting of the Geographical association (England).
261. **Benns, F. Lee.** A student peace conference. *Outlook*, 121: 260-62, February 12, 1919.
 Historical work in the department of history of the Danbury high school, Conn. Students took the Paris peace conference as a study.
262. **Bidwell, Alice.** An English service system. *English journal*, 8: 35-38, January 1919.
 Method in vogue in the Freeport high school, Freeport, Ill. Each English teacher keeps a file of the reports of her students, and at the end of the semester certain results are made known. Gives blank forms for recording data.
263. **Carmichael, E. D.** Motives for the cultivation of mathematics. *Scientific monthly*, 8: 160-78, February 1919.
 Emphasizes the study of mathematics because it has shown itself a valuable tool in the interpretation of phenomena.
264. **Cates, E. E.** What to teach in English literature. *Education*, 39: 339-47, February 1919.
 Emphasizes the importance of developing a taste for good literature—the English classics.
265. **Dakin, Franklin A.** Practical Latin. *Classical weekly*, 12: 114-17, February 10, 1919.
 Discusses among other things the great waste involved in monotonous memory-tasks.
266. **Dobie, J. Frank.** "Words, words, words, my lord." *English journal*, 8: 8-15, January 1919.
 Study of new words and their definitions.
267. **Englar, Margaret T.** Second year Latin and some aspects of the world war. *Classical weekly*, 12: 99-102, January 27, 1919.
 Comparisons between Caesar's campaigns in Gaul and the war in France. Habits of ancient Gauls described.

268. Gaston, Charles B. Social procedure in the English classroom. *English journal*, 8: 1-7, January 1919.
Relating the English work of the classroom to the community life; the conduct of the recitation is left largely to the students themselves, with the teacher as guide.
269. Goode, J. Paul. A course in economic geography for the high school. *Educational review*, 57: 110-19, February 1919.
Recommends at least three unit courses in geography: (1) The principles of geography; (2) Economic geography; and (3) Commercial countries. Outlines a course in economic geography.
270. Gray, William S. Reading in the elementary schools of Indianapolis. *Elementary school journal*, 19: 336-53, January 1919.
Illustrated with graphs and tables. Says among other things that there is a strong tendency in the lower grades toward a decrease in the percentage of time devoted to oral-reading instruction and an increase in the percentage of time devoted to silent-reading instruction.
271. Hedges, M. H. Group collaboration: an experiment in play writing at Beloit. *English journal*, 8: 39-41, January 1919.
272. Hodgdon, Daniel Russell. The psychological and pedagogical basis of general science. *General science quarterly*, 3: 65-81, January 1919. illus.
Address presented at the Chicago meeting of the Central association of science and mathematics teachers, November 1918.
273. Moore, Frank G. Post bellum Latin. *Educational review*, 57: 129-40, February 1919.
Recommends certain Latin authors as throwing light on the civilization of Roman Britain, Gaul, and Germany.
274. Osborn, Herbert. Zoological aims and opportunities. *Science*, n. s. 49: 101-12, January 31, 1919.
Deals also with the educational aspects of the question; extension activities, etc.
Address of the retiring vice-president and chairman, Section F, Zoology, of the American association for the advancement of science, December 27, 1918.
275. Pope, Ella H. Linguistics as a required subject in college and in high school. *English journal*, 8: 28-34, January 1919.
Gives a plan for linguistics in the high school, with bibliography. Emphasizes the value of the study.
276. Rawlins, Cora M. Everyday problems in spoken English. *Illinois association of teachers of English bulletin*, 11: 6-12, January 1, 1919.
277. Smith, Mary Loomis. The value of Latin to learners of English. *North Carolina education*, 13: 5-7, February 1919.
278. Teaching, vol. 4, no. 4, December 1918. (Science: biological and physical)
Contains: 1. L. C. Wooster: The biological and environmental sciences, p. 7-11. 2. Florence G. Billig: Nature study and elementary science, p. 11-14. 3. F. U. G. Agrellius: Botany, plant nature study and bacteriology in the Kansas state normal school, p. 14-17.4. F. W. White: Physiology and hygiene: Why they should be taught, with some suggestions on method and sequence, p. 17-22. 5. M. L. Smith: Physical science in the first six grades: a suggestive curriculum, p. 22-29.
279. Ullman, B. L. The Latin of the future. *Classical journal*, 14: 308-19, February 1919.
Says that Latin "undoubtedly belongs in the junior high school. But there are problems presented by seventh-grade Latin which must be solved by the experience of the future."
280. Webb, H. A. Physics and chemistry. Issued by the State department of education, Nashville, Tennessee. [Nashville] Tennessee industrial school print [1918] cover-title, 19 p. 8.
281. West, Andrew F. The humanities after the war. *Educational review*, 57: 141-52, February 1919.
Advocates classical instruction. Criticises the over emphasis on scientific studies. Humanistic studies make for humane behavior.
282. Worun, Adrian A. General science in Michigan. *School science and mathematics*, 19: 136-49, February 1919.
The status of general science teaching in Michigan and its recognition as a unit for college credit.

KINDERGARTEN AND PRIMARY SCHOOL.

283. Culverwell, E. P. The Montessori principles and practice, a book for parents and teachers. 3d. ed. rev., with additions. London, G. Bell & sons, Ltd, 1918. xxix, 334, 5p. incl. front. (port.) illus. 12°.

284. **Hallmann, William N.** Phases of the kindergarten primary movement in the United States. Kindergarten and first grade, 4: 49-52, February 1919.
The reconstruction of the primary school on the basis of the Froebelian principles.
285. **Wolff, Maurice.** La maison des enfants et la méthode d'éducation de Mme. Montessori. Revue pédagogique, 73: 315-30, November 1918.
Describes and in general commands the Montessori system. Comments on its success in America.

RURAL EDUCATION.

286. **Bradley, Frances Sage and Williamson, Margaretta A.** Rural children in selected counties of North Carolina. Washington, Government Printing Office, 1918. 118 p. plates. 8° (U. S. Children's bureau. Rural child welfare series no. 2. Bureau publication no. 33)
287. **National rural life association.** Report of the sub-committee on rural schools. Nebraska teacher, 21: 260-61, February 1919.
Report made at the conference of the National rural life association held in Baltimore, January 12, 1919.
I. Introductory statement—the rural school situation.—II. Needs and objectives for rural school improvements.—III. Immediate problems.
288. **Von Tungen, George H.** A rural social survey of Orange township, Blackhawk county, Iowa. Ames, Iowa, 1918. p. 396-450. illus. 8°. (Iowa state college of agriculture and mechanic arts. Agricultural experiment station. Bulletin no. 184, December 1918.)
The author was assisted in the field work by W. A. Brindley and H. B. Hawthorn.

SECONDARY EDUCATION.

289. **Jacoby, Asher J.** Elmira's high school extension courses. Educational administration and supervision, 4: 536-46, December 1918.
School credit for work done outside of school hours in music and Bible study.
290. **North, Francis B.** The relation of the public high school to the system of which it is a part. School review, 27: 81-89, February 1919.
Says that the high school should be in method as well as in form an integral part of the system which comprehends the administration of the grades. What has been accomplished in the Paterson (N. J.) high school in the way of civic outlook and cooperation.
291. **Patrick, Wellington.** The county high school. Kentucky high school quarterly, 5: 1-11, January 1919.
Also separately reprinted.
A thesis submitted to the faculty of Teacher's college of the George Washington university, Washington, D. C., as part satisfaction for the requirements of the degree of Master of arts.
Analyzes the various state laws on county high schools.
292. **Quick, C. J.** Suggestions for arranging and keeping up with apparatus and materials in the laboratory. School science and mathematics, 19: 213-30, February 1919.
Suggestions for a high school science laboratory.
293. **Rapeer, Louis W.** Minimal essentials in the high school. High school journal, 2: 39-42, February 1919.
To be continued next month.
From Dr. Rapeer's forthcoming book, The consolidated rural school.
This number deals principally with entrance requirements.
294. **Snedden, David.** Proposed revision of secondary-school subjects looking to more effective education in personal culture and good citizenship. School and society, 9: 159-64, February 8, 1919.
Read before the High school department of the Pennsylvania teachers' association, December 30, 1918.
295. **Steeper, H. T.** The extra-curriculum activities of the high school. Education, 39: 367-73, February 1919.
Work in the high school, Leavenworth, Kansas. Describes the organization and supervision of the student's social life.
296. **Williams, L. A.** The high school recitation. High school journal, 2: 35-38, February 1919.
To be continued.
The functions of the recitation and characteristics of a good recitation.

TEACHERS; TRAINING AND PROFESSIONAL STATUS.

297. **Barnard, Florence.** A teacher's assets and liabilities. *Journal of education*, 89:87-89, January 23, 1919.
The teacher's salary and how she should manage it.
298. **Bergmann, Henri.** La préparation à Paris des étrangers futurs professeurs de français à l'étranger. *Revue universitaire*, 27:348-55, December 1918.
Proposes the establishment at Paris of a sort of seminary or normal school for the purpose of training foreigners to teach French, and for leading them to know and understand French life.
299. **Cleveland, Ohio. Board of education.** Cleveland public schools. Salary schedules. Qualifications and conditions of employment of teachers, principals, supervisors, and assistant superintendents. Cleveland, Ohio, Board of education, 1918. 11 p. 8°.
300. **Heckert, J. W.** Curricula for the training of teachers for the elementary schools. *Ohio educational monthly*, 68:40-44, February 1919.
Suggestions for the reorganization of curricula for the Ohio normal colleges.
301. **Knox, Margaret and Phillips, Ellen M.** The estimate of a teacher's work by her supervisory officers. *Ungraded*, 4: 18-20, 40-43, 68-70, October, November, December 1918.
302. **Lovejoy, Arthur O. and Stone, Harlan F.** The American association of university professors. Supplementary statement concerning the plan of compulsory and contributory annuities proposed by Carnegie foundation. *School and society*, 9:150-54, February 1, 1919.
303. **Miller, George F.** Rating a teaching position. *American school board journal*, 58:35-36, February 1919.
Written from the teacher's point of view. Enumerates some of the factors which make schools attractive, or the opposite to teachers.
304. **New Jersey. Bureau of state research.** Reorganization of the New Jersey teachers' pension and retirement systems. Report of the Pension and retirement fund commission of the state of New Jersey. Newark, Bureau of state research, 1918. 27 p. 8°. (State research (New Jersey) section 2, vol. VI, no. 2, November 1918. Consecutive no. 13)
305. **Patterson, Robert A.** The confessions of an instructor. *Yale alumni weekly*, 28:485-86, January 31, 1919.
Says that one of the fundamental questions of reconstruction at Yale is to make her instructors better teachers. A plea for a more definite and uniform policy so that each instructor may be encouraged to devote a greater share of his time and attention to the problems of teaching.
306. **Payne, E. George.** Educational sociology in city training schools. *School and society*, 9:212-16, February 15, 1919.
Report of the committee on educational sociology in city training schools to the City training schools section of the Department of superintendence of the National education association.
307. **Smith, K. G.** The development of teacher training in trade and industry under the Smith-Hughes act. *Manual training magazine*, 20:193-97, February 1919.
308. **Tuckwell, Gertrude M.** Equal pay for equal work. *Fortnightly review*, 105:63-76, January 1919.
Discusses the compensation of women as compared with men in England in a number of occupations, including teaching.
309. **Williams, Joseph T.** Teacher training in colleges. *School and society*, 9:105-109, January 25, 1919.
What the state departments require.
310. **Works, George H.** Essential elements in agricultural teacher training. *Vocational summary*, 1:17-18, January 1919.
An address to the federal agents at the Agricultural conference, North Atlantic region, held in New York, December 12, 1918.
311. **Young, Walter H.** The personality of the teacher. *Education*, 39:374-80, February 1919.
Discusses school discipline, personality, etc.

HIGHER EDUCATION.

312. Audollent, Auguste. *Le réveil des universités françaises*. Revue internationale de l'enseignement, 38: 443-52, November-December 1918.
313. Baldensperger, Fernand. French universities and the war. Columbia university quarterly, 21: 51-63, January 1919.
314. Colebank, G. H. Rational college entrance requirements. Journal of education, 89: 149-50, February 6, 1919.
Says in conclusion that colleges and universities have been emphasizing too much non-essential subjects, such as foreign languages and mathematics.
315. Croiset, Alfred. *La faculté des lettres de l'Université de Paris*. Revue internationale de l'enseignement, 38: 429-42, November-December 1918.
Reprint of a chapter from the book *La vie universitaire à Paris*, published in 1918 by A. Colin, Paris.
316. From public school to college. Harvard alumni bulletin, 21: 339-44, January 30, 1919.
Three letters on college entrance requirements, one from Superintendent Frank V. Thompson, criticizing the entrance requirements of eastern colleges, another from President Lowell of Harvard university, and a third from Stephen H. Knight, who also criticizes Harvard entrance requirements.
Superintendent Thompson's letter also appears in Educational standards, for February 1919, under the title "Educational democracy as college entrance requirements."
317. Harvard university. President Lowell's report for 1917-18. Boston, Mass., 1919. 26 p. 8°. (Supplement to the Harvard alumni bulletin, vol. 21, no. 18, January 30, 1919)
Deals particularly with the war work of Harvard university, the S. A. T. C., and the question of conferring the A. B. degree on students who left college before completing the course in order to enter the Army or Navy.
318. Jastrow, Joseph. The academic unrest. Nation, 108: 158-60, February 1, 1919.
Says that it is only by divesting themselves of authority that trustees and presidents and deans can serve the cause of learning. It is they who must be convinced that the universities may be made safe for democracy.
319. Roe, Frederick W. The college: yesterday and to-morrow. Scribner's magazine, 65: 181-91, February 1919.
320. Thieme, Hugo P. Higher institutions of learning in Paris. Michigan alumnus, 25: 300-10, February 1919.
321. Van Horne, John. Reading material used in college during the past five years in first and second year French classes. Modern language journal, 3: 143-57, January 1919.
322. Walcott, Gregory D. The present status of Greek and Latin as requirements for the A. B. degree in American colleges and universities. School and society, 9: 119-28, January 25, 1919.

SCHOOL ADMINISTRATION.

323. Blair, F. G. [Federal control of education]. Educational press bulletin, no. 135, p. 1-2, February 1919.
324. Cary, C. P. Prussianizing American education. Western teacher, 27: 209-12, February 1919.
Says the dual system of education is un-American, inefficient in the larger sense, and adapted only to a Prussian or other caste system.
325. Kendall, Calvin H. Some factors that make good school officials. American school board journal, 58: 29-31, February 1919.
An abstract of an address before the Pennsylvania school directors' association, Harrisburg, Pa., February 9, 1918.
326. Sowers, J. I. Effective supervision of schools and the special supervisor. American school board journal, 58: 28-29, February 1919.

327. U. S. Congress. Senate. Committee on education and labor. Hearing before the Committee on education and labor United States Senate, Sixty-fifth Congress, third session, on S. 4987; a bill to create a department of education, to appropriate money for the conduct of said department, to appropriate money for federal cooperation with the states in the encouragement and support of education, and for other purposes. December 5, 1918. Washington, Government printing office, 1919. 144 p. 8°
328. Young, Walter H. Functions of the state superintendent of public instruction. American schoolmaster, 12: 12-17, January 1919.

SCHOOL MANAGEMENT.

329. Burr, A. W. Directed study. School review, 27: 90-100, February 1919.
Recommends the use of the regular class period sometimes for recitation and sometimes for study, the class studying an assigned advance lesson and the teacher in personal conference "studying how the pupils study."
330. Hall-Quest, Alfred L. Supervised study—the new administrative vision. American school board journal, 58: 25-27, February 1919.
331. Handschin, Charles H. Individual differences and supervised study. Modern language journal, 3: 158-73, January 1919.
This paper is an abridgement of Chapter XIII of "Methods of teaching modern languages," to be published by the World book company.
Adapting work in modern language teaching to individual differences.
332. Hughes, Harold F. Limited departmentalization: grades III-VI. Elementary school journal, 19: 361-66, January 1919.
An experiment tried in the Webster school, Fresno, California. The departmental work includes music, drawing, primary manual training, play, language, sewing, penmanship, and geography.

SCHOOL ARCHITECTURE.

333. Code of lighting school buildings. General science quarterly, 3: 91-106, January 1919. illus.
By the following committee on school lighting: M. Luckiesh, chairman; R. B. Ely, L. O. Grondahl, J. D. Lee, Jr., F. Park Lewis, H. H. Madgwick, F. K. Richtmyer.
334. Cummins, Robert A. Small items of great significance in the building and equipping of schools. American school board journal, 58: 37-38, February 1919.
Discusses, first, items pertaining to rural schools; second, items of importance to all schools, and, third, items pertaining to consolidated rural and city schools.

SCHOOL HYGIENE AND SANITATION.

335. Averill, Lawrence Augustus. A health examination at school entrance. American journal of school hygiene, 2: 152-56, December 1918.
The need for pre-school examination of children.
336. Boyd, Edith L. No such thing as overstudy. Primary education, 27: 73-74, February 1919.
Claims that breakdowns which are often attributed to overstudy are merely the result of malnutrition, worry, or similar conditions.
337. Roberts, Lydia. A review of some recent literature on malnutrition in children. Journal of home economics, 11: 5-12, January 1919.

PHYSICAL TRAINING.

338. Barclay, Lorne W. The significance of the boy scout movement to physical education. American physical education review, 24: 10-16, January 1919.
Read before the American physical education association, Philadelphia, April 12, 1918.
Says that scouting means preparedness, mental, moral, and physical.
339. Hanmer, Lee F. The Gary public schools; physical training and play. New York, General education board, 1918. xix, 35 p. plates, tables. 12°.
340. Warden, Randall D. The daily after-school athletic life of boys. Mind and body, 25: 369-77, January 1919.
Read before the American physical education association, Philadelphia, April 11, 1918.
Also in American physical education review, 24: 1-9, January 1919.
After school activities of elementary and high school boys. Writer says that athletics should be both compulsory and voluntary.

SOCIAL ASPECTS OF EDUCATION.

341. **Beaney, M. Jane.** The organization of recreation. *Child* (London) 9: 106-9, December 1918.
342. **Tyner, Bunyan Y.** The school a social asset. *Virginia journal of education*, 12: 211-13, February 1919.

The scope of work for our modern schools and the methods of procedure.

CHILD WELFARE.

343. **Cohen, I. David.** Investigation into the cases of one hundred boys who left school to go to work. *Educational foundations*, 30: 239-43, February 1919.
- An investigation of conditions existing before the war as affecting the boys who left school to go to work. In the next issue the conclusions and recommendations will be discussed.
344. **Heniger, Alice Minnie Herts.** The kingdom of the child. New York, E. P. Dutton & company [1918] xiv, 173 p. front., plates. 12°.
345. **National child labor committee.** Child welfare in North Carolina; an inquiry by the National child labor committee for the North Carolina conference for social service, under the direction of W. H. Swift. New York, National child labor committee, 1918. 314 p. 8°.
- CONTENTS.—1. Introduction, by W. H. Swift.—2. Dependency and delinquency, by Mabel Brown Ellis.—3. Child-caring institutions, by Mary Elizabeth Barr.—4. Agriculture, by Charles E. Gibbons.—5. Rural school attendance, by Eva Joffe.—6. Child labor, by Theresa Wolfson.—7. Law and administration, by W. H. Swift.

MORAL EDUCATION.

346. **Howard, Frank E.** Scholarship and morality in college. *Education*, 39: 335-38, February 1919.
- Emphasizes the moral as well as spiritual significance of scholarship.
347. **Peters, Charles Clinton.** Selection and organization of materials for a course in "The control of conduct" for secondary schools. Spring city, Pa., The Inter-borough press [1918?] 120 p. 8°
- A thesis presented to the faculty of the graduate school in partial fulfillment of the requirements for the degree of Doctor of philosophy.
- Bibliography: p. 111-120.

RELIGIOUS EDUCATION.

348. **Coe, George A.** Do you really believe in religious education? Religious education, 14: 5-11, February 1919.
- An address delivered before the Federated churches of Cleveland.
349. **Education under religious auspices.** *American college bulletin*, 2: [1-8] January 11, 1919.
- "This statement was prepared some months ago at the request of the U. S. Bureau of education for the biennial report. As the war has caused a considerable delay in issuing that publication, it seems advisable to present this survey at once."—B. W. Brown.
- A survey of recent progress in church education.
350. **Hancher, John William, comp.** The educational-jubilee, a chronicle and a forecast. Cincinnati, The Educational-jubilee commission of the Methodist Episcopal church [1918] 442 p. front., plates, ports. 8°.
- The announcement of thirty-five millions of resources added to the treasures of the academies, colleges, universities, theological schools, and Wesley foundations of the Methodist Episcopal church is the formal message of this volume. The movement to collect these funds was named the educational jubilee of the Methodist Episcopal church.
351. **Jordan, Louis H.** The study of the history of religions in the Italian universities. *American journal of theology*, 23: 41-60, January 1919.
352. **Lawrence, William Irvin.** The social emphasis in religious education. Boston, Mass., The Beacon press [1918] 123 p. 12°.
353. **Northern Baptist convention.** Commission on religious education. Religious education through activity. Religious education, 14: 32-43, February 1919.

A report prepared for and published by the Commission on religious education of the Northern Baptist convention. The report is here slightly abbreviated.

354. Richardson, Norman E. *The religious education of adolescents.* New York, The Abingdon press [1918] 191 p. 16°.

MANUAL AND VOCATIONAL TRAINING.

355. *National association of corporation schools. Sixth annual report. Addresses, reports and discussions,* New York, N. Y., July 1, 1918. [New York, Press of Andrew H. Kellogg company, 1918] 400 p. 8°. (Lee Galloway, secretary, New York university, New York, N. Y.)
Contains: 1. P. W. Towseley: An educational report on a cotton factory, p. 57-80. 2. May F. Melborg: Administration of corporation schools, p. 81-86. 3. G. E. Johnston: The establishment of a corporation school in an organization not having such an institution, p. 87-96. 4. Gertrude B. Thayer: Organization and administration of corporation school work, p. 97-127. 5. Report of committee on methods of instruction, p. 194-224. 6. Report of the committee on public education—Sec. 2, Continuation schools—the application of the Smith-Hughes vocational educational law, p. 237-60. 7. Report of the committee on retail salesmanship, p. 275-92. 8. Report of committee on technical training, p. 305-24.
356. Callen, A. C. *Educating the coal miner in subjects pertaining to mining.* Vocational summary, 1: 15-17, January 1919.
357. Giese, Henry and Partch, C. E. *Industrial courses. An outline of courses in industrial arts.* Ames, Iowa, Department of engineering extension, Iowa state college [1918] 87 p. illus. 8°. Adapted for use in the public schools of Iowa.
358. Haney, James P. *What supervision seeks to do in the art department.* Bulletin of high points in the work of the high schools of New York city, 1: 13-23, January 1919.
The aims and motives of art supervision in New York city.
359. Smith, K. G. *Some fundamentals for vocational teachers.* Vocational summary, 1: 17-19, February 1919.
Lecture at the opening session before the teacher-training classes at Duluth, Minn.
Discusses (1) The field of vocational education, (2) The purpose of vocational teaching, (3) Kinds of vocational work, (4) The three elements of a trade, (5) Two kinds of vocational teachers, (6) The requirements of a vocational teacher, and (7) Production and instruction.
360. U. S. Department of labor. *Training employees for better production.* Washington, Government printing office, 1918. 29 p. 8°. (Training and dilution service. Training bulletin no. 4)
A symposium of experiences in American factory training departments.

VOCATIONAL GUIDANCE.

361. Greener, George C. *An experimentation in vocational guidance and placement.* Industrial-arts magazine, 8: 41-46, 84-87, February, March 1919.
A sketch of the Vocational guidance and placement bureau of the North Bennet street industrial school in Boston.
362. Louisville, Ky. *Woman's club. Vocational guidance survey.* [22] p. 8°. Nannie Lee Frayser, chairman.
A study of the problems of vocational training and guidance in Louisville, Ky.

AGRICULTURAL EDUCATION; HOME ECONOMICS.

363. Balderston, Lydia Bay. *Housewifery; a manual and textbook of practical housekeeping.* Philadelphia and London, J. B. Lippincott company [1919] 353 p. illus. 8°. Chapter XIII, p. 318-40, is on Suggestions for teachers.
364. Browne, T. E. and Cook, Leon E. *The teaching of vocational agriculture in secondary schools.* West Raleigh, N. C., State college of agriculture and engineering, 1918. 54 p. illus. 8°. (State college record, vol. 17, no. 6, November 1918.)

COMMERCIAL EDUCATION.

365. Galloway, Lee. Office management; its principles and practice. Covering organization, arrangement, and operation with special consideration of the employment, training, and payment of office workers. New York, The Ronald press company, 1918. xxxi, 701 p. illus. 8°.

Part VI of this book, p. 447-661, is on Training and development of office workers. The chapter headings of this section are Selection of the right employee, Training and education of employees, Organization of an office training school, Outlining a course of study, The language of business—writing, The language of business—speech, Language of the executive.

366. Moreau, Félix. Le haut enseignement commercial et l'université. *Revue politique et parlementaire* (Paris) 97: 300-16, December 10, 1918.
367. Wooster, Harvey Alden. University schools of business and a new business ethics. *Journal of political economy*, 27: 47-63, January 1919.

Says that if our schools grow and the body of men trained in the profession of business increases, we may in time accomplish the desired end of raising the present standard of business ethics.

PROFESSIONAL EDUCATION.

368. Chapman, Lawrence B. The requirements of a course of training in naval architecture. *Engineering education*, 9: 119-30, December 1918.
369. Eldredge, Adda. Responsibility of the hospital to the training school. *American journal of nursing*, 19: 350-54, February 1919.
370. Engineering education, vol. 9, no. 5, January 1919. (Addresses at the joint meeting of the British educational mission to the United States and the Society for the promotion of engineering education, at Massachusetts institute of technology, Cambridge, Mass., December 6-7, 1918)

Contains addresses on engineering education by E. M. Walker, Henry Miers, and John Joly of the British mission.

371. Jarry, Raymond. La formation de l'ingénieur en France et aux États-Unis. *Revue internationale de l'enseignement*, 38: 453-63, November-December 1918.

An extract from the *Revue de métallurgie*, no. 3, May-June 1917.

372. Mann, C. B. The effect of war on engineering education. *Engineering education*, 9: 108-18, December 1918.
373. Swain, George F. The liberal element in engineering education. *Engineering education*, 9: 97-107, December 1918.

The necessity for motivating the liberal element in engineering education.

374. Wendell, George V. A study of engineering education. *Educational review*, 57: 120-28, February 1919.

A review of a bulletin on engineering education by C. R. Mann, published by the Carnegie foundation for the advancement of teaching (Bulletin No. 11).

CIVIC EDUCATION.

375. Dawson, Edgar. A conspicuous educational failure. *Historical outlook*, 10: 77-79, February 1919.

Gives reasons for the wholly inadequate and disproportionate time provided for the study of government in the New York city high schools. Speaks of the statistical survey of instruction in civics recently published by the New York bureau of municipal research.

376. Lane, Franklin K. Americanism. *School life*, 2: 10-11, February 1, 1919.

Address delivered in New York city, January 11, 1919.

Also in part in *Americanisation*, 1: 2, 4, February 1, 1919.

The spirit of Americanism and the spread of that spirit through the community council and the school.

377. Le grand devoir de la génération de demain—le travail. Aux enfants de toutes nos écoles, par Ernest Lavisse. Aux jeunes filles françaises, par M. P. Félix Thomas. *Revue pédagogique*, 73: 358-63, November 1918.

Appeals addressed to the youth of France, presenting the elements of the programme of civic education for the after-war period.

378. Snedden, David. Two practical problems of civics education. Educational administration and supervision, 4: 528-35, December 1918.

Notes of a discussion before the New York society for the experimental study of education December 20, 1918.

The problems discussed are (I) The determination of the location, extent, and character of the defects and shortages of civic education as that has been given directly or indirectly in recent years; and (II) Determination of the extent to which approved civic qualities of school social groups transform into apparently analogous approvable qualities in adult life.

379. Speare, Morris Edmund and Norris, Walter Blake, ed. World war issues and ideals; readings in contemporary history and literature. Boston, New York [etc.] Ginn and company [1918] 461 p. 12°.

A book of selected essays, sketches, addresses, and state papers, designed to present to American youth a comprehensive and well-rounded survey of the issues of the world war, and of American life, character, and foreign policy.

380. Upton, Siegfried Maia and Chassell, Clara Frances. A scale for measuring the importance of habits of good citizenship, with practical application to a new report card. Teachers college record, 20: 36-65, January 1919.

Describes a new system of reporting the progress of school children which was recently put in operation as an experiment in the Horace Mann elementary school and the Scarborough school, Scarborough-on-Hudson. Contains charts listing the habits and attitudes desirable for good citizenship.

381. Weber, S. E. Some aspects of Americanism. American education, 22: 253-57, February 1919.

Gives some facts revealed by the war, showing the necessity of the national government, the state government, and every co-operative agency putting forth the best thought and effort to weld a cosmopolitan population into a homogeneously helpful and loyal American citizenship.

AMERICANIZATION OF IMMIGRANTS.

382. Claxton, Philander P. What the wiping out of illiteracy really means. School life, 2: 13, February 1, 1919.

383. Ettinger, William L. Americanization. School and society, 9: 129-33, February 1, 1919.

Address delivered at the meeting of the New York state federation of women's clubs, New York city, November 14, 1918.

Discusses briefly the Americanization work carried on in the evening schools of New York city.

384. Switzer, C. F. Larger plans for Americanizing the foreigner. Elementary school journal, 19: 367-74, January 1919.

Gives interesting data of the factory class; important considerations in organizing factory classes for foreigners.

MILITARY TRAINING.

385. Burrell, David De Forest. What the S. A. T. C. did to the colleges. Continent, 50: 147-48, 159, February 6, 1919.

Lessons to be learned from the students' army training corps.

386. Floyd, H. S. Some hints the school should take from the army. Ohio teacher, 39: 183-85, January 1919.

Hints in respect to discipline, health, and exactness.

387. The Hampton S. A. T. C. Southern workmen, 48: 64-72, February 1919.

An illustrated article on the students' army training corps of the Hampton normal and agricultural institute, Va.

388. Hersey, Harold. Fitting the man to his job in the army. Scribner's magazine, 65: 241-45, February 1919.

389. The S. A. T. C.—a comedy; by a college president. Outlook, 121: 228, 232-33, February 5, 1919.

390. Soule, George. Military training and education. Dial, 66: 71-72, January 25, 1919.

391. Strong, Edward K., jr. The learning process. Psychological review, 15: 328-43, October 1918.

Treats of the psychology of learning, with special reference to recruits in the army.

392. **Thorndike, E. L.** Scientific personnel work in the army. *Science*, 49 : 53-61, January 17, 1919.

The work of applied psychology or "social engineering" described. Vocational guidance in munition plants and army. Through the efforts of the National research council, etc., about seventeen hundred thousand soldiers were given a standard examination for intelligence.

Address of the vice-president and chairman of Section H, anthropology and psychology, Baltimore, December, 1918.

RE-EDUCATION OF WAR INVALIDS.

393. *American journal of care for cripples*, vol. 7, no. 1, September 1918; no. 2, December 1918.

No. 1 contains: 1. Ruth Underhill: Provision for war cripples in Germany, p. 3-45. 2. Gladys G. Whiteside: Provision for vocational re-education of disabled soldiers in France, p. 46-72. 3. Gladys G. Whiteside: Provision for the re-education of Belgian war cripples, p. 73-81.

No. 2 contains: 1. Grace S. Harper: Re-education from the point of view of the disabled soldier, p. 85-87. 2. Emmanuel Chastand: The vocational school for disabled soldiers at Nantes, France, p. 92-99. 3. L. Alleman: Should disabled men be re-educated in special schools? p. 100-104. 4. E. N. Thornton: The training of the disabled South African soldier and its lesson, p. 105-108. 5. F. K. Lane: Land settlement for disabled soldiers, p. 145-48.

394. **McMurtrie, Douglas C.** The work of an American school for the rehabilitation of the disabled. *Boston medical and surgical journal*, 180 : 59-65, January 16, 1919.

Work of the Red cross institute for crippled and disabled men, New York city.

EDUCATION OF SOLDIERS.

395. **Orr, William.** Schooling an army—here and overseas. *American school board journal*, 58 : 41-42, February 1919.

Educational work of the Y. M. C. A. and the American library association in the camps in this country and overseas.

EDUCATION OF WOMEN.

396. **Goodsell, Willystine.** The effects of the war in women's colleges. *Teachers college record*, 20 : 16-35, January 1919.

Deals with conditions as they existed up to the time of the signing of the armistice.

397. **Hollister, Horace A.** The woman citizen, a problem in education. New York, London, D. Appleton and company, 1918. xviii, 307 p. 12°.

References at end of each chapter.

General references: p. 299-303.

EDUCATION OF DEAF.

398. **Bartlett, Bertha L.** How a mother taught herself how to train her deaf child. *Volta review*, 21 : 41-44, January 1919.

Concluded from December number.

399. **Henderson, Myrtle L.** Problems of the mother of the young deaf child. *Volta review*, 21 : 20-23, January 1919.

Discusses lip reading. Article continued from December number.

400. *Schools for deaf in the United States.* *American annals of the deaf*, 64 : 1-72, January 1919.

A tabular statement of American schools for the deaf, October 20, 1918; with list of instructors, methods of instruction; and list of industries taught in the schools. Statistical.

EXCEPTIONAL CHILDREN.

401. **Bailey, Wm. B.** Children before the courts in Connecticut. Washington, Government printing office, 1918. 98 p. tables. 8°. ([U. S.] Children's bureau. Dependent, defective and delinquent classes series no. 6. Bureau publication, no. 43.)

At head of title: U. S. Department of labor. Children's bureau. Julia C. Lathrop, chief.

402. **Corson, David B.** The chief problem in the education of defective children. *Education*, 39 : 292-98, January 1919.

Gives program of studies in the industrial classes for defectives in Newark, N. J., schools.

403. Coy, Genevieve L. The mentality of a gifted child. *Journal of applied psychology*, 2 : 299-307, December 1918.
Mental test scores of a ten-year old girl, whose excellent record entitled her to the term "gifted child."
404. Monea, Leon. Treating the stammerer. *English journal*, 8: 16-27, January 1919.
Says that the patients should be stimulated to believe that right living will bring about a right mental state and a consequent cure of stammering, which is sometimes the result of "repressed complexes" and nervous distortions.
405. O'Neal, J. E. Feeble-mindedness in the United States. *Journal of education*, 89: 115-19, January 30, 1919.
406. Popenoe, Herbert. A survey of the mentality of 87 juvenile dependents. *Journal of delinquency*, 3: 268-71, November 1918.
Tests made of 87 inmates of the Industrial home school, Washington, D. C. Stanford revision of the Binet scale used for determining the mental age in each case.
407. Weet, Herbert S. The importance and necessity of a state programme. *Journal of the New York state teachers' association*, 5: 281-87, January 1919.
The importance of adopting a state-wide programme which may be followed with confidence in an attempt to deal intelligently and effectively with mentally defective and retarded children of New York state.

EDUCATION EXTENSION.

408. Gibb, Spencer J. Continued education and boy labor. *Contemporary review*, 115: 89-94, January 1919.
Interaction of work and labor for boys as outlined in the English education act.
409. Hood, W. B. Legal provision for the unadjusted. *Americanization*, 1: 3-4, February 1, 1919.
Contains a brief summary of state laws relating to evening schools.
410. Stroebe, Lillian L. Organization and management of summer schools for modern languages. *Education*, 39: 305-16, 356-66, January, February 1919.
Discusses the subject under the heads of concentration, coordination and supervision. Gives a questionnaire to be filled in by the prospective students at the time of registration. Also takes up the social life in a modern-language school.

LIBRARIES AND READING.

411. Koch, Theodore Wesley. War libraries and allied studies. New York, G. E. Stechert & co., 1918. xxii, 287 p. front., plates. 12°.
412. Logasa, Hannah. Adapting the library to the school. *Public libraries*, 24: 41-43, February 1919.
By the librarian of the University high school, Chicago, Ill.
413. Stone, Charles B. Home reading: an experiment. *Elementary school journal*, 19: 354-60, January 1919.

BUREAU OF EDUCATION; RECENT PUBLICATIONS.

414. Community buildings as soldiers' memorials. By Henry E. Jackson. Washington, 1919. 12 p. (Community center circular no. 2, January 1919)
415. Home education, by Ellen C. Lombard. Washington, 1919. 13 p. (Bulletin 1919, no. 3)
Advance sheets from the Biennial survey of education in the United States, 1916-1918.
416. Statement of the Commissioner of education to the Secretary of the interior for the fiscal year ended June 30, 1918. Washington, 1918. 37 p.

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1919, No. 23

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

APRIL, 1919



WASHINGTON
GOVERNMENT PRINTING OFFICE
1919

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CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational reconstruction—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—School gardens—Commercial education—Civic education—Americanisation of immigrants—Reeducation of war invalids—Education of soldiers—Education of women—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

417. Brooklyn teachers association. President's report . . . forty-fourth year, 1917-1918. 76 p. 8°. (Mary E. Hamilton, secretary, P. S. 27, Brooklyn, N. Y.)

Contains a statistical report of results of the test conducted by Dr. I. H. Goldberger on teachers' vitality as influenced by the nationality, sex, and grade of pupils taught.

418. National education association. Journal of proceedings of the fifty-sixth annual meeting . . . Pittsburgh, Pa., June 29-July 6, 1918. Journal of the National education association, 3: 295-356, January 1919.

Department of deans of women.—Contains: 1. Bernice E. Sanford: Organization of social life where there are no dormitories, and housing students under such conditions, p. 300-302. 2. G. S. Dick: What a president may rightly ex-

pect from a dean of women, p. 302-4. 3. Helen M. Smith: What the dean may rightly expect from the president, p. 304-306. 4. Florence L. Richards: What a dean may rightly expect from a president, p. 300-9. 5. Mina Kerr: The college community life as an opportunity for socialization, p. 309-11. 6. Janet M. Purdue: Deaning in the public high school, p. 311-13. 7. Romlett Stevens: What constitutes social ethics, p. 314-16. 8. Lucinda W. Prince: College women in business, p. 316-18. 9. Mary W. Woolley: Some ideals for deans, p. 318-20.

Department of school patrons.—10. Mrs. O. S. Barnum: Guarding the schools in war time, p. 332-34. 11. Ella A. Moore: Report of the committee on vocational supervision, p. 335-37. 12. Margaret S. McNaught: Guarding the schools in war time, p. 337-39. 13. Marie T. Harvey: Rural schools in the war, p. 340-42. 14. W. H. Swift: The status of the child, state and national, as a result of the war, p. 342-45. 15. Sally L. Jean: Health problems in education, p. 345-48.

Department of music education.—16. Will Earhart: The essential factor in musical education, p. 350-54. 17. Osbourne McConathy: In what direction is public music education tending? p. 354-56.

419. Texas state teachers' association. Proceedings of the fortieth annual meeting . . . Dallas, Texas, November 28-30, 1918. Texas state teachers' association bulletin, 3:1-98, March, 1919. (R. T. Ellis, secretary, Fort Worth, Texas.)

Contains: 1. G. D. Strayer: Address [on educational reconstruction and the proposed department of education] p. 9-14. 2. W. F. Doughty: The adjustment of educational agencies to present and future conditions resulting from the war, p. 14-15. 3. H. T. Hunter: Report of the committee on educational progress without the state, p. 20-26. 4. Maggie W. Barry: The training of the young women of the nation for the increased responsibilities growing out of a new world condition, p. 31-33. 5. C. P. Neill: Education and citizenship, p. 33-37. 6. Clarence Onaley: The place of agriculture in our reconstruction program, p. 37-42. 7. N. S. Hunsdon: Vocational education in Texas under the Smith-Hughes act, p. 51-54. 8. Julia C. Lathrop: Responsibility of the school for the physical well-being of the child, p. 54-58. 9. Annie W. Blanton: Some of the problems of school administration as affected by present war conditions, p. 60-63. 10. Charles Meek: The re-direction of secondary educational agencies as result of present world conditions, p. 63-64.

EDUCATIONAL HISTORY AND BIOGRAPHY.

420. Crothers, Samuel McChord. Education in pursuit of Henry Adams. Yale review, 8:580-95, April 1919.

Reviews the book entitled The education of Henry Adams. Says that Henry Adams has written an educational autobiography, in which he exhibits not his achievements but his limitations.

421. Hobson, Elsie Garland. Educational legislation and administration in the state of New York, 1777-1850. [Menasha, Wis., George Banta publishing company] 1918. 267 p. 8°

A dissertation submitted to the faculty of the Graduate school of arts and literature in candidacy for the degree of doctor of philosophy, Department of education.

422. Judd, Charles H. German influences in the schools of Ohio. Educational review, 57: 205-19, March 1919.

A study based on the laws and resolutions passed by the Ohio legislature, and the school reports of the city of Cincinnati.

423. Kohler, Max J. Educational reforms in Europe in their relation to Jewish emancipation, 1778-1878. [New York] 1919. 29 p. 8°

Reprinted from the Jewish forum, February 1919.

424. Lane, Franklin K. Armstrong's contribution to education. Southern workman, 48: 106-12, March 1919.

Address delivered at the Hampton normal and agricultural institute, Hampton, Va., at the celebration of Founder's day, January 26, 1919.

425. North Carolina. University. Edward Kidder Graham, 1870-1918. Raleigh, Edwards & Broughton printing company, 1919. 38 p. 8°. (University of North Carolina record, no. 162, January 1919)

Contains: 1. H. H. Williams: President Graham as the University knew him, p. 7-11. 2. R. D. W. Connor: President Graham's work as the state saw it, p. 12-19. 3. C. A. Smith: President Graham and the nation, p. 20-24. 4. N. W. Walker: Edward Kidder Graham: Interpreter of culture and democracy, p. 25-33.

426. Two notable educators: Edward Kidder Graham; Kirby Flower Smith. Sewanee review, 27: 101-8, January-March 1919.

Symposium by Archibald Henderson and T. S. Duncan.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

427. American Oxonian, vol. 6, no. 1, January 1919. (Results of the British universities mission)

Contains: 1. American opinion, by S. P. Capen and others, p. 1-16. 2. British opinion, by E. H. Walker and others, p. 17-20.

428. The British educational mission. University record (Chicago) 5:1-42, January 1919.

A stenographic record of the conference held at the University of Chicago at the time of the visit of the British educational mission. Discussion of measures devised to improve the intimacy of our relations with British universities, not only as regards our students, but also as regards the faculties of our several institutions.

429. Canby, Henry Seidel. Education by violence. Harper's magazine, 138: 558-65, March 1919.

War, as Thucydides said, educates by violence; and by violence the soldiers of the great war have been educated to understand what a man must know about life. Presents some lessons which America may learn from British educational experience.

430. Clapp, Frank L. and Greene, Charles E. The public schools of Idaho Springs, Colorado. A survey. Boulder, Colo., 1918. 87 p. 8°. (University of Colorado bulletin, vol. 18, no. 9, September 1918)

431. Mackay, Ira A. Educational preparedness. Canadian magazine, 52: 807-18, February 1919.

Author is professor of law, University of Saskatchewan.

432. Massachusetts. Special commission on education. Report of the special commission on education appointed under authority of chapter 88 of the Resolves of 1918 to investigate the educational systems of the commonwealth. Boston, Wright & Potter printing co., state printers, 1919. 197 p. charts, tables. 8°. (Senate, no. 330)

433. Nebraska on use of English. Americanization, 1: 6, March 1, 1919.

A brief summary of the recommendations in the report of a committee appointed by Gov. Neville, of Nebraska, to investigate the language situation in the state. The report recommends that English be the sole language of instruction in the elementary schools, both public and private, but that religious worship be conducted in any language necessary to the understanding of those attending.

434. Ohlinger, Gustavus. The German conspiracy in American education. New York, George H. Doran company [1910] 113 p. 12°.

Gives an account of the artful German propaganda which was long carried on in American schools and universities, and through textbooks. The book is quoted in articles by T. Everett Harré in the National civic federation review, February 15, 1919, p. 12-16, 18-19, and March 5, 1919, p. 7-9.

435. St. Louis. Board of education. Survey of the St. Louis public schools. Yonkers-on-Hudson, N. Y., World book company, 1918. 3 v. 12°. (Educational survey series)

Dr. Charles H. Judd, director of the survey.

436. Ulm, Aaron H. National education and its pilot. *Forum*, 61:283-94, March 1919.

Gives a sketch of legislation in Congress since 1913 to establish a national program of education. The "pilot" mentioned in the title is Senator Hoke Smith, of Georgia.

FOREIGN COUNTRIES.

437. Beanier, C. Philosophie de l'école de demain. *Revue pédagogique*, 73: 425-36, December 1918.

The education of yesterday was essentially intellectual. The pedagogy of tomorrow should be a pedagogy of action, or better yet, a pedagogy of heroism.

438. Gros, J. L'inspection primaire en France. Deuxième partie: de 1850 à 1915. *Revue pédagogique*, 73: 414-24, December 1918; 74: 13-29, January 1919.

These articles cover the period from the Coup d'état to 1915. Continued from *Revue pédagogique*, 73: 258-65, October 1918.

439. Kuo, P. W. The future place of education in China. *Chinese recorder* (Shanghai) 50: 20-24, January 1919.

440. Skubniewski, *Capitaine*. L'éducation de demain au lycée. *Revue universitaire*, 28: 14-20, January 1919.

EDUCATIONAL RECONSTRUCTION.

441. Bawden, William T. Industrial arts in reconstruction. *School and society*, 9: 279-84, March 8, 1919.

Address delivered before the Vocational education association of the Middle West, Chicago, January 17, 1919.

442. Hibben, John Grier. A national university. *Evening post magazine* (New York) March 8, 1919. p. 1, 10.

President Hibben outlines the new educational policy that is being developed at Princeton to meet after-the-war needs.

443. Judd, Charles H. A national educational system. *Yale review*, 8: 551-63, April 1919.

Says that the first problem confronting the purified democracy that is to issue from this war is the problem of making the American educational system truly continuous. The reorganization of the schools and the reorganization of the material of instruction need the strong guidance of a federal department.

444. National education association. A national program for education. Washington, D. C., National education association, 1918. 4 pamphlets, 8°. (Commission series 1-4.)

1. A statement issued by the N. E. A. commission on the emergency in education and the program for readjustment during and after the war.—2. Statistical data relative to the distribution of federal grants as proposed by Senate bill 4987.—3. Federal appropriations for the preparation of public school teachers.—4. The emergency in rural education.

445. Ohio history teachers' journal, no. 12, January 1919. (Reconstruction in civic education, etc.)

Contains: 1. Raymond Moley: Reconstruction in civic education, p. 3-10. 2. J. W. Ayer: The teaching of European history after the war, p. 11-15. 3. C. P. Shively: Reconstruction of the methods of teaching American history after the war, p. 16-19. 4. E. W. Dow: Principal weaknesses of freshmen in history with some consideration of the remedy, p. 20-26.

446. Reconstruction needs considered from various angles of alumni and others. *Yale alumni weekly*, 28: 587-95, February 28, 1919.

The Alumni day morning speeches at Yale university.

Contains: 1. W. A. Brown: The corporation committee, p. 587-89. 2. S. C. Bushnell: The alumni committee on development, p. 589-90. 3. Williston Walker: The faculty viewpoint, p. 590. 4. E. M. McKee: From the student point of view, p. 590-93. 5. A. T. Hadley: Yale reconstruction from the standpoint of the university administration, p. 593-94.

447. **Rowe, Stuart A.** The high schools of the future. *School*, 30: 273, March 13, 1919.
 Extracts from an address delivered before the New York academy of education on "The effect of the war on education." Dr. Rowe predicts that the high schools will be hampered as a result of the war.
448. **Smith, Edgar F.** Training for leadership. *Alumni register* (University of Pennsylvania) 21: 428-33, March 1919.
 Also with added comments in *Pennsylvania gazette*, 17: 482-84, February 28, 1919.
 Believes that in this period of reconstruction the University of Pennsylvania should educate for leadership.
449. **Smith, Frank Webster.** Reconstructive teacher training for elementary schools. *School and society*, 9: 817-21, March 15, 1919.
 Advocates reconstructive work along three lines (1) reform in salary concepts, (2) greater accessibility of teacher-training, and (3) better differentiation between training for rural schools and training for city schools.
450. **Thwing, Charles F.** American society after the war. *Hibbert journal*, 17: 282-91, January 1919.

EDUCATIONAL THEORY AND PRACTICE.

451. **Himelick, R. W.** Educational democracy. *Journal of education*, 89: 255-57, March 6, 1919.
452. **National education association.** National council of education. Report of the sub-committee on curriculum of the committee on superintendents' problems, on existing democratic factors in American education. (The democracy questionnaire) *School and society*, 9: 237-47, February 22, 1919.
 A. Duncan Yocum, chairman.
453. **Patri, Angelo.** Vers l'école de demain. *Revue de Paris*, 26: 282-301, January 15, 1919.
 This article is an extract from a book with the same title, soon to be published by Hachette of Paris. The writer is an elementary school principal in New York city, and author of *A schoolmaster of the great city*.
454. **Pearson, Francis B.** The reconstructed school. *Yonkers-on-Hudson, N. Y., World book company, 1919.* 120 p. 12°. (School efficiency monographs.)
 Author undertakes to point the way toward larger and better results in the realm of variable phases of school procedure. Some chapter headings are Integrity, Appreciation, Aspiration, Initiative, Imagination, Reverence, Sense of responsibility, Loyalty, Democracy, Serenity, Life.
455. **Smith, Walter George.** The world war and the scientific theory of education. *Catholic world*, 108: 721-30, March 1919.
 Classical versus utilitarian education.
456. **Stillman, Charles B.** Democracy and education. *American teacher*, 8: 29-33, February 1919.
 Address delivered at Reconstruction conference of National popular government league, Washington, D. C., January 10, 1919.
 In conclusion the writer says that we can not attain genuine democracy in education until we make teaching self-supporting, self-respecting, and an organic part of our national and community life.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

457. **Watts, Frank.** Echo personalities, a short study of the contributions of abnormal psychology towards the solution of some of the problems of normal education. London, George Allen & Unwin Ltd. [1918] 111 p. 12°.

EDUCATIONAL TESTS AND MEASUREMENTS.

458. **Gray, William S.** Reading in the elementary schools of Indianapolis. *Elementary school journal*, 19: 419-44, February 1919.
Second paper. Gives results of the oral-reading and silent-reading tests in fifteen schools of Indianapolis, Ind., involving some 1,484 pupils. Illustrated with diagrams.
459. **Hill, David Spence.** Mental tests: nature and uses. School and home education, 38: 127-30, February 1919.
460. **Kallom, Arthur W.** The importance of diagnosis in educational measurement. *Journal of educational psychology*, 10: 1-12, January 1919.
"Educational measurements should ultimately bring about an improvement in the education of each boy and girl. To do this emphasis must be laid upon the value of measurements to the teacher in detecting the particular weaknesses of individual pupils, and in helping her to devise corrective measures. Examples are given from the use of the Courtis arithmetic tests."
461. **Langfeld, Herbert Sidney.** Mental tests for college entrance. *Harvard alumni bulletin*, 21: 464-66, March 13, 1919.
The program of Columbia university in giving mental tests for college entrance.
462. **Mead, Cyrus D.** Educational measurements. *Sierra educational news*, 15: 122-27, March 1919.
Traces briefly the evolution of the measurements movement, and shows by illustrations from the common-school subjects the constructive values of tests and measurements.
463. **Minnesota. University.** An investigation into the amount of improvement in ability to write English composition, 1918-1919. Minneapolis, [1919]. 18 p. 8° (Bulletin, vol. XXII, no. 5, February 21, 1919)
463. **Minnesota University.** An investigation into the amount of improvement in ability to write English composition, 1918-1919. Minneapolis, [1919] 18 p. 80°. (Bulletin, vol. XXII, no. 5, February 21, 1919)
Results of an investigation initiated by the Bureau of cooperative research at the College of education, University of Minnesota, in conjunction with a committee appointed by the English teachers association of Minnesota. Nearly 100 high-school teachers of English in the State took part in measuring the growth of ability to write compositions as a result of twelve weeks' work in weekly theme writing.
464. **Uhl, W. L.** Mentality tests for college freshmen. *Journal of educational psychology*, 10: 13-28, January 1919.
"The author tested a group of 100 freshmen with the Trabue completion tests, hard opposites, and a range of information test. The opposites and the completion tests were found to be more satisfactory than the range of information test. All correlations, however, were low."
465. **Webb, Hanor A.** A preliminary test in chemistry. *Journal of educational psychology*, 10: 36-43, January 1919.
466. **Woody, Clifford.** The teaching of educational measurements. *Educational administration and supervision*, 5: 7-14, January 1919.
Suggestions on the time that should be given to educational measurements in normal courses and the most effective way to teach the giving of these tests.
467. **Yerkes, Robert M.** The mental rating of school children. *National school service*, 1: 6-7, February 15, 1919.
Experience with army intelligence tests suggested as a basis for better classification of pupils.

SPECIAL METHODS OF INSTRUCTION.

468. **Moore, C. H.** Importance of the film in industrial education. *Educational film magazine*, 1: 29-30, February 1919.

469. **Boach, Charles.** A national division of visual instruction. Educational film magazine, 1: 11, 27, February; 11-12, March 1919.

Thinks that a national division of visual instruction affiliated with the Federal Bureau of education or the National education association, and cooperating with the states, may succeed in solving all educational film problems.

SPECIAL SUBJECTS OF CURRICULUM.

LITERATURE.

470. **Barnes, Walter.** The use of modern fiction in the high school course in literature. Education, 39: 436-47, March 1919.
471. **Harvey, P. Casper.** Analysis in teaching the short-story. English journal, 8: 97-100, February 1919.

Study based on the work of a class of 43 seniors in the Leavenworth (Kans.) high school. The purpose was to present the technique of the short-story inductively.

472. **Sherwood, Margaret.** Vital study of literature. Educational review, 57: 220-41, March 1919.

Speaks of the great need of an awakened interest in the humanities, the most important of which is literature. Teaching high-school students to appreciate the masterpieces of the world's literature.

ENGLISH AND COMPOSITION.

473. **Committee on economy of time in the teaching of English.** (Mary B. Fontaine, chairman, Glenville, W. Va.) Tentative report of the subcommittee, chairman, Glenville, W. Va. Tentative reports of the subcommittee on mechanics of writing. English journal, 8: 105-21, February 1919.

474. **St. John, C. W.** The spelling of English by Porto Rican pupils. Porto Rico school review, 3: 31-50, January; 24-30, February; 18-32, March 1919.

Three articles in a series of five. The first deals with the most frequent misspellings, the second with a classification and an analysis of spelling errors, and the third with methods of instruction.

MODERN LANGUAGES.

475. **Arnold, Frank B.** France as well as French. Educational review, 57: 242-46, March 1919.

Dwells on the demand for teachers of French. Gives a résumé of some good books in French.

476. **Aronstein, Philipp.** Das Englische als gegenstand "nationaler auslandsbildung" an unseren höheren schulen. Monatschrift für höhere schulen (Berlin) 19: 208-21, May-June 1918.

An interesting discussion in a German educational periodical, lately come to hand, of the value of the English language, literature, and civilization as subjects of study in German schools and universities. The article advocates the study of foreign peoples from a German national standpoint, in such a way as to note in other nations the qualities which may supplement the distinctive German "kultur."

477. **Bovée, Arthur G., and others.** French course of study. Modern language journal, 3: 193-213, February 1919.

Gives typical lessons for elementary and university high schools.

478. **Cazamian, Louis.** Some aspects of the teaching of English in French universities. University of California chronicle, 21: 35-38, January 1919.

Professor Cazamian was a member of the French educational mission to the United States.

479. **Goblot, E.** Apprenons tout de même l'allemand. *Revue de l'enseignement des langues vivantes*, 36: 87-89, February 1919.

Writer contends that every good Frenchman should know the German language, in order to understand any plans which the Germans may in future make against the safety of France.

480. **Jenney, Florence G.** Shall Americans study German? *Oberlin alumni magazine*, 15: 143-48, March 1919.

Says that when the practical disadvantages of not knowing German become embarrassing enough, we shall study German again.

481. **Livingston, Arthur.** Modern languages and the new world order: for a school of language, commerce and diplomacy. *School and society*, 9: 219-23, February 22, 1919.

482. **Van Horne, John.** Reading texts used during the past five years in first and second year college Spanish. *Modern language journal*, 3: 218-30, February 1919.

Says that a decrease in volume of readings has taken place in spite of an unquestionable tendency toward simplification in texts used.

ANCIENT LANGUAGES.

483. **Nixon, Arabella M.** The value of Latin to the student of English. *South Dakota educator*, 32: 7-10, March 1919.

484. **West, Andrew F.** The classics and educational reconstruction. *Princeton alumni weekly*, 19: 400-401, February 28, 1919.

GEOGRAPHY.

485. **Allen, Nellie B.** Power versus knowledge as the aim in the teaching of geography. *Journal of education*, 89: 233-34, February 27, 1919.

486. **Atwood, Wallace W.** Geography in America. *Geographical review*, 7: 36-43, January 1919.

Emphasizes the need for the extension of geographic study in schools and colleges.

487. **Whitbeck, B. H.** The country's call for geographers to-day and to-morrow. *School and society*, 9: 223-28, February 22, 1919.

Abridged from an address before the Central association of science and mathematics teachers, Chicago, November 30, 1918.

488. **Whitehouse, Wallace H.** Geographical teaching methods: criticisms and suggestions. *Journal of geography*, 18: 97-109, March 1919.

Reprinted from the *Scottish geographical magazine*, vol. 34, September 1918. This article is based on a paper read at a meeting of the Geographical association, London, January 5, 1918.

Deals particularly with conditions in geography teaching in Great Britain, but should prove suggestive to teachers in American schools.

SCIENCE AND MATHEMATICS.

489. **Central association of science and mathematics teachers.** Proceedings of the eighteenth meeting held at Chicago, Ill., November 29-30, 1918. *School science and mathematics*, 19: 197-268, March 1919.

Contains: 1. A. Barthelemy: Progressive science and mathematics courses and teaching in France, p. 199-204. 2. Will Scott: The function of zoology in the curriculum of the modern high school, p. 209-14. 3. F. T. Ullrich: Course in agriculture for a four-year high school, p. 214-27. 4. E. R. Downing: A range of information test in science, p. 228-33. 5. R. G. Beals: General science from a principal's viewpoint, p. 242-47. 6. C. M. Howe: Can and should general science be standardized? p. 248-55. 7. Final report of sub-committee on content of course in first-year mathematics, p. 259-64.

490. **Mayo, C. H. P.** The position of mathematics. *Educational review*, 57: 194-204, March 1919.

Says that mathematics should be taught primarily to educate the human mind and not merely for instruction. Speaks of the neglect of mathematics in the upper classes of English secondary schools. Emphasizes the importance of the study and deprecates the amount of time given to the classics.

ELOCUTION.

491. **Ryan, J. P.** Recent tendencies in the teaching of public speaking in college. *English journal*, 8: 90-96, February 1919.

Lays emphasis on the correction of speech defects, and shows the necessity of research work in the underlying sciences.

KINDERGARTEN AND PRIMARY SCHOOL.

492. **Wilson, Mabel A.** What is a kindergarten? *Kindergarten and first grade*, 4: 105-107, March 1919.

The meaning of kindergarten and whether or not the name should be rejected.

RURAL EDUCATION.

493. **Burrows, Mark.** A study in rural education. *Rural school messenger*, 8: 57-65, January 1919.

A survey of the rural schools of Missouri.

494. **Deffenbaugh, W. S.** The administration of village schools. *American school board journal*, 58: 27-28, March 1919.

SECONDARY EDUCATION.

495. **Illinois. University.** High school conference. *Proceedings*. . . November 21-23, 1918. Urbana, Pub. by the University of Illinois, 1919. 306 p. 8°. (University of Illinois bulletin, vol. 16. no. 12, November 18, 1918.)

Contains: 1. H. A. Hollister: High-school education a universal standard, p. 15-20. 2. W. W. Charters: What has thus far been accomplished and is now available for the readjustment of school curricula, p. 20-30. 3. E. E. McNary: Training men to build a bridge of ships, p. 35-38. 4. J. D. Fitz-Gerald: Report of the interlocking committee on the coordination of language study for the high schools of Illinois, p. 40-49. 5. J. S. Brown: Supervised and directed study, p. 50-57. 6. J. A. Stevenson: The project in science teaching, p. 57-66. 7. K. G. Smith: The adaptation of the Smith-Hughes law to community needs, p. 84-88. 8. A. R. Crathorne: Correlations among high school subjects, p. 133-38. 9. L. D. H. Weld: Correlating education with business, p. 148-51. 10. H. A. Hollister: The teacher problem for rural and village schools, p. 161-62. 11. Report of Committee on training in American ideals, p. 179-83. 12. W. E. Andrews: The aims in teaching high school geography, p. 189-95. 13. [Report of the Committee on the revision of the art course], p. 196-207. 14. F. D. Crawshaw: Manual arts after the war, p. 207-209. 15. M. Schwellckhard: Army school organization adapted to manual arts, p. 211-16. 16. W. B. Owen: The place of German in our high schools after the war, p. 235-37. 17. O. H. Moore: The place of Italian in the high school, p. 238-42. 18. Mary D. Phillips: Music a factor in Americanization, p. 248-52. 19. J. H. Beard: The finding of the draft and its relation to school problems, p. 262-74. 20. Edith Hildebrant: The aims of physical education, p. 278-83. 21. C. F. Phipps: The value of project study in the teaching of physics, p. 285-89. 22. J. W. Shepherd: Project studies in high school physics and chemistry, p. 289-98.

496. **Abbott, Alden H.** Shall we teach efficiency in our high schools? *School and society*, 9: 284-89, March 8, 1919.

An attempt to teach the science of personal efficiency in the high school.

497. Bagley, W. C. The universal high school. School and home education, 38: 122-26, February 1919.
Read before the high school department, Pennsylvania educational association, December 30, 1918.
The possibility of developing a type of liberal education that can be profitably given to practically every child of high school age.
498. Phillips, D. E. The decalogue of the junior high school. School review, 27: 161-71, March 1919.
Says that the standard junior high school is not yet in existence. Presents ten demands to which such a school should conform. Says that properly supervised study is desirable everywhere, but imperative in the junior high school; under wise direction there should be almost unlimited freedom in the choice of subjects, and ample opportunities for industrial work, etc.
499. Raper, Louis W. Minimal essentials in the high school. High school journal, 2: 67-72, March 1919.
Non-English languages and non-arithmetical mathematics.
500. Steeves, H. R. "The Board" and the high school teacher. English leaflet, 19: 1-8, March 1919.
The College entrance examination board and the teacher of high school English in the Northern Atlantic States.
501. Willett, G. W. Permanence of pupil interests. School and society, 9: 334-38, 365-68, March 15, 22, 1919.
High school pupils' interests in the various subjects of the curriculum.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

502. Allen, T. T. Teachers' meetings upon a democratic basis. Educational administration and supervision, 5: 19-24, January 1919.
503. Dick, George S. The work of the normal school in the making of a rural teacher. American school, 4: 300-301, December 1918.
The president of the State normal school at Kearney, Nebr., tells what qualities the rural teacher should have and what the normal schools are doing to give them these qualifications.
504. Gould, J. C. Teachers' salaries in North Dakota. American school board journal, 58: 31-32, March 1919.
The effects of war conditions on teachers' salaries and the need for some readjustments.
505. Hughes, Helen Sard. The academic chance. Journal of the Association of collegiate alumnae, 12: 79-82, January 1919.
Statistics of women teachers in colleges and universities.
506. Keith, John A. H. Some reasons for federal aid to state owned and controlled institutions and agencies for the preparation of public school teachers. American school, 4: 296-97, 301, December 1918.
507. Kent-Raymond A. University preparation of teachers for high schools. School review, 27: 171-85, March 1919.
Data obtained from written statements prepared by 100 University of Kansas students in the last semester of their senior year. Says the writer: "No matter how great one's zeal, one looks almost in vain, among college instructors or among prospective teachers, for any evidence that the high school is thought of as the 'people's school.'"
508. Michigan state teachers' association. Teachers' salaries in Michigan. February 1919. Pub. by the Committee on salaries, 1919. 36p. 8".
Contains statistics showing the average salary and expenses of teachers in 141 cities.
509. Smart, Thomas J. Training a socialized rural leadership. American journal of sociology, 24: 389-410, January 1919.
A tentative outline of a scheme for training elementary teachers of rural schools as adapted to the needs of Minnesota.

510. U. S. Federal board for vocational education. The training of teachers of vocational agriculture. Washington, Government printing office, 1919. 47p. 8°. (Bulletin no. 27, Agricultural series no. 5, January 1919.)
511. Walker, E. G. Psychology in the normal school. Ohio educational monthly, 68: 81-86, March 1919.
- Objects to psychology as a required subject in normal schools where students are trying to fit themselves within one year's time for specific tasks requiring a large amount of technique and subject matter.

HIGHER EDUCATION.

512. American association of university professors. Report on requirements for Ph. D. degree, report on pensions and insurance, list of officers and members, constitution. Boston, Pub. by the Association, 1919. 91 p. 8°. (Bulletin of the American association of university professors, vol. 5, no. 1, 2, January-February 1919.) (H. W. Tyler, secretary, Massachusetts institute of technology, Boston, Mass.)
513. Ansell, Samuel T. The college man and the new army. Harvard alumni bulletin, 21: 399-401, February 20, 1919.
- An address delivered at the annual dinner of the Harvard club of Washington, on January 28, 1919, on the place and influence of the college man in the recent war.
514. Chittenden, Gerald. The point of view of youth. Scribner's magazine, 65: 283-88, March 1919.
- Comments on present methods and prospects of higher education in America.
515. Kelly, Robert Lincoln. The college, the great war, and democracy. Bulletin of the Board of education of the Methodist Episcopal church, South, 8: 139-45, February 1919.
- An address delivered before the Educational conference, Lake Junaluska, N. C., July 12, 1918.
516. Nelson, C. Ferdinand. The pursuit of health in university life. Graduate magazine, 18: 134-39, February 1919.
517. Van Wagenen, M. J. The university student as revealed by the army test. Minnesota alumni weekly, 18: 7-11, March 10, 1919.
- Results of the army mental tests given to the students of the University of Minnesota. Shows to what degree the army tests meet the demands of the university.

SCHOOL ADMINISTRATION.

518. Alexander, Carter. School statistics and publicity. Boston, New York, Silver, Burdett and company [1919] xix, 332 p. 12°. (Beverly educational series, ed. by W. W. Charters.)
- This text is directed upon the problem of making the school superintendent's report readable by his community. The author attacks the whole problem from the collecting of the data and their statistical treatment, to the presentation of the findings in simple and graphic form. The book is illustrated with graphs and tables.
519. Brown, Keith C. The essentials of a supervisor of public school music. Journal of education, 89: 263-64, March 6, 1919.
520. Martin, A. S. State or national control of education. American school board journal, 58: 24, March 1919.
- Suggests the advantages and the disadvantages that the passage of the bill to provide for a department of education will bring to Pennsylvania. Says that "It has not been demonstrated that the Department of education of the United States can direct and control any of the educational activities of the states to a better advantage than the states themselves."

521. Power, Leonard. A plan for the supervision of instruction by principals of elementary schools. *Elementary school journal*, 19: 408-18, February 1919.

Discusses the supervision of geography during the first two weeks of February. A plan put into operation in the Austin school, Dallas, Tex.

522. Pyle, J. Freeman. The legal basis of school finance in the cities of the North central association having a population ranging from thirty thousand to fifty thousand. *Elementary school journal*, 19: 445-67, February 1919.

Says that it would be best for the board of education to have the power to determine the size and the distribution of the school budget.

523. Wagner, Charles A. Productive supervision of teaching. *American school board journal*, 58: 25-27, March 1919.

The apportionment of time between teaching and supervision, the distinctive duties of the teacher-supervisor, etc.

SCHOOL MANAGEMENT.

524. Breed, Frederick S. Measured results of supervised study. *School review*, 27: 186-204, March 1919.

Results of an investigation conducted by the Michigan schoolmasters' club some three years ago. Light was sought on the effectiveness of "a common form of organization of supervised study, viz., that exemplified in the divided-period plan and the double-period plan." To be continued.

525. Cast, G. C. Selecting textbooks. *Elementary school journal*, 19: 468-72, February 1919.

In a school system where the percentage of inexperienced and poorly equipped teachers is as high as it is in this country, the textbook ought to be as comprehensive as possible, so as to enable bright scholars to master a given subject, even without much assistance from an instructor.

526. Ford, Edson L. The unit system of grading and promotion. *Education*, 39: 389-402, March 1919.

Says that the system teaches thoroughness; provides for a retarded, rapid, individual advancement, saving much time; reduces the number of subjects that each child has to carry in his mind at one time, but allows for a wide divergency during course, etc.

527. Jaggard, Guy H. Improving the marking system. *Educational administration and supervision*, 5: 25-35, January 1919.

An experiment in the improvement of teachers' marks in the public schools of Lawrence, Kansas.

528. Perry, Arthur C. The management of a city school. Rev. ed. New York, The Macmillan co., 1919. viii, 434 p. 12°.

A complete revision of the 1908 edition. The plan of organization of the original edition has been retained; but the text has been liberally reapportioned and supplemented, the citations brought to date, and topical headings introduced.

529. Simpson, Mabel E. Supervised study as applied to history. *Journal of the New York state teachers' association*, 6: 4-12, February 1919.

530. Smith, B. B. Supervised study in the Joliet township high school. *American school board journal*, 58: 33, 80, March 1919.

The plan described and arguments in its favor.

SCHOOL HYGIENE AND SANITATION.

531. Andress, J. Mace. Health education in rural schools. Boston, New York [etc.] Houghton Mifflin co. [1919] 321 p. illus. 12°.

532. Harman, N. Bishop. Sight-saving schools. *Child* (London) 9: 198-207, February 1919.

Arrangement of schoolrooms so that sight of pupils will be conserved. Work for myopic children.

533. Leggee, Robert T. Child hygiene of the school period—a teacher's problem. *Journal of education*, 89: 214-16, February 20, 1919.

PHYSICAL TRAINING.

534. American physical education association. Western district. First annual convention. *American physical education review*, 24: 65-95, February 1919.

Contains: 1. A. D. Browne: Physical education in the light of the present national situation, p. 69-74. 2. R. G. Boone: The place of physical education in the general theory of education, p. 75-82. 3. F. L. Kleeberger: American athletics vs. German militarism, p. 83-89. 4. W. P. Bowen: The influence of the war upon physical education, p. 90-92.

535. National collegiate athletic association. Proceedings of the thirteenth annual convention held at New York City, December 27, 1918. 116 p. 8". (Frank W. Nicolson, secretary-treasurer, Wesleyan university, Middletown, Conn.)

Contains: 1. S. W. Beyer: The value of athletics in the making of soldiers, p. 36-37. 2. G. L. Meylan: Athletics and recreation in the French army, p. 39-44. 3. J. R. Angell: The reconstruction program for physical education in the colleges, p. 44-54. 4. J. E. Raycroft: Suggestions for colleges from the Army experience in physical training, p. 54-62. 5. J. L. Griffith: The War Department commission on training-camp activities: suggestions from the field, p. 62-66. 6. G. L. Fisher: Report of a discussion in the Athletic research society on reconstruction of college athletics, p. 67-68. 7. T. A. Storey: Universal physical education and the National collegiate athletic association, p. 69-71.

536. Fisher, George J. Points of emphasis in a post-war program of physical training. *Physical training*, 16: 709-18, February 1919.

Paper read at meeting of Athletic research society, December 26, 1918.

537. Rath, Emil. General pedagogy of physical education. *Mind and body*, 25: 454-58, February 1919.

538. Storey, Thomas A. [Address] to a graduating class in physical education. *American physical education review*, 24: 96-106, February 1919.

Presented before the graduating class of the New Haven normal school of gymnastics, June 7, 1918.

Suggestions that may help teachers of physical education to accomplish results that are worth while, to reach standards that are worthy, and to attain an effectiveness that will mean real success in life work.

SOCIAL ASPECTS OF EDUCATION.

539. Chorprenning, Charlotte B. Putting on a community play. *Quarterly journal of speech education*, 5: 81-44, January 1919.

Says that to set up making money as the chief aim of recreation "poisons the wells of community life." Self-sustaining community plays, music, etc., should be fostered. Shows how to select a play and mount it. Illustrated.

540. Church, Clarence C. Social studies in high schools. *American schoolmaster*, 12: 54-68, February 15, 1919.

541. McConaughy, James L. The home and the school. *Journal of education*, 89: 288-89, March 13, 1919.

The ways in which the home can cooperate with the school.

542. Moore, Harry H. A high school course in sociology. Educational review, 57: 181-93, March 1919.

Value of sociological study in high schools. Relating ideas of students to real life—politics, poverty, unemployment and other social conditions. Dwells on the ignorance of the average high-school pupil as regards the great problems of the day.

543. Popenoe, Paul and Johnson, Roswell Hill. Applied eugenics. New York, The Macmillan company, 1918. xii, 459 p. illus. 8°.

Some interesting topics treated in this book are the following: Intellectual differences among men; Inheritance of mental capacities; Eugenic aspects of an increasing marriage rate and an increased birth-rate for the superior, with statistics of college men and women in this connection; Relation of eugenics to compulsory education, vocational guidance and training, pedagogical celibacy, etc.

544. Todd, Arthur James. Theories of social progress; a critical study of the attempts to formulate the conditions of human advance. New York, The Macmillan company, 1918. xii, 579 p. 8°.

This book holds that human progress is to be through discovering and utilizing new types of education. It includes a chapter on Some educational implications of social progress, p. 505-34.

545. Williams, Joseph T. The teacher as a social worker. Education, 39: 425-30, March 1919.

Teacher should not only instruct, but give attention to factors having to do with the pupil's health and bodily powers, and with his home and community influences.

CHILD WELFARE.

546. National child labor committee. Fourteenth annual conference of child labor. State programs for legislation. New York, National child labor committee, 1919. p. 227-95. 8°. (Child labor bulletin, vol. 7, no. 4, February 1919.)

Contains: 1. Federal aid to elementary education [by] G. D. Strayer, p. 241-43; [by] D. B. Waldo, p. 243-45. 2. L. E. Holt: The child health organization, p. 245-47. 3. W. S. Small: The nation's need of physical education, p. 248-49. 4. E. N. Clopper: State programs for legislation, p. 263-81. 5. New Federal child labor measures, p. 283-85. 6. Sugar beets and education, p. 286-88.

547. Ravenhill, Alice. The content of a college course on child welfare. Journal of home economics, 11: 70-76, February 1919.

Presented at the eleventh annual meeting of the American home economics association, Chicago, June 1918.

548. Titzel, Mary Elizabeth. Building a child-welfare program in war time. American journal of sociology, 24: 411-22, January 1919.

An account of the Children's year program of the Children's bureau of the U. S. Department of labor.

RELIGIOUS EDUCATION.

549. Bouquet, A. C. Some suggestions about religious education. Church quarterly review (London), 87: 235-52, January 1919.

550. Bower, William Clayton. A survey of religious education in the local church. Chicago, Ill., The University of Chicago press [1919] 177 p. 16°.

551. Campagnac, E. T. Elements of religion and religious teaching. Cambridge, At the University press, 1918. 127 p. 12°.

MANUAL AND VOCATIONAL TRAINING.

552. Montgomery, Louise. Vocational education—a vestibule. Survey, 41: 830-81, March 8, 1919.

553. West, Andrew F. The true relation of vocational and general education. Manual training magazine, 20: 227-31, March 1919.
An address delivered January 16, 1919, at Chicago, before the Vocational education association of the Middle West.
554. West, R. D. Manual training in the junior-senior high school. Manual training magazine, 20: 231-36, March 1919.

VOCATIONAL GUIDANCE.

555. Book, William F. War work of vocational psychologists and its significance for vocational education. Educator-journal, 19: 365-71, March 1919.
Address delivered before the second annual state conference on vocational education, held at Indianapolis, Indiana, February 6, 1919.
556. Chapman, J. Crosby. Mental tests in industry. Personnel, 1: 1, 9, March 1919.
Field of usefulness for the mental test in industry.
557. The measurement and utilization of brain power in the army. Science, 44: 221-26, 251-59, March 7, 14, 1919.
Psychological research work in the army. Methods of measuring intelligence, etc. Published with the approval of the Surgeon general of the army, from the section of psychology. Second paper illustrated with graphs.

AGRICULTURAL EDUCATION.

558. Davenport, Eugene. Wanted: a national policy in agriculture. Rev. ed. Urbana, Ill., January 1919. 28 p. 8°.
Address of the president of the Association of American agricultural colleges and experiment stations, Baltimore meeting, January 8, 1919.
The speaker advised the Association to memorialize Congress and the President to appoint a permanent agricultural commission, a recommendation which was endorsed by the Association.
559. Jardine, W. M. Inaugural address of the president of the Kansas state agricultural college. School and society, 9: 309-17, March 15, 1919.
The present and future mission of the Kansas state agricultural college.

SCHOOL GARDENS.

560. Ivins, Lester S. Past results and future plans of U. S. garden army. Ohio teacher, 39: 240-41, February 1919.

COMMERCIAL EDUCATION.

561. Gowin, Enoch Burton. The selection and training of the business executive. New York, The Macmillan company, 1918. 225 p. 12°.
562. Keyes, Rowena K. Literature and composition for commercial pupils. English journal, 8: 81-89, February 1919.
Work accomplished in the Girls' high school, Brooklyn, N. Y. Gives pupils' lists of their reading for three terms.

PROFESSIONAL EDUCATION.

563. American conference of pharmaceutical faculties. Proceedings of the nineteenth annual meeting, Chicago, Ill., August 12-13, 1918. 161 p. 8°.
(Theodore J. Bradley, secretary-treasurer, College of pharmacy, Boston, Mass.)
564. Ballantine, Henry W. The place in legal education of evening and correspondence law schools. American law school review, 4: 369-78, February 1919.
Says that correspondence schools should not be permitted to grant any degree in law. They should be inspected and classified so that fraud and dishonesty may be exposed.

565. Black, William M. The training required for engineers. Engineering education, 9: 187-206, February 1919.
Discussion: p. 206-44.
Major General Black, chief of engineers of the U. S. Army tells of the training required for army engineers.
566. The movement for shorter hours in nurses' training schools. American journal of nursing, 19: 439-43, March 1919.
567. Spencer, Selden P. Pre-legal education. American law school review, 4: 368-68, February 1919.
Advocates the necessity of general education as a pre-requisite to study of the law.
568. Vincent, George E. The university and public health. Science, 44: 245-51, March 14, 1919.
Abstract of an address delivered at the anniversary exercises of Johns Hopkins University, February 22, 1919.
Service of the university in supplying a trained personnel for public-health administration.

CIVIC EDUCATION.

569. Dana, John Cotton. Training a city in civics. American city, 20: 239-40, March 1919. City ed.
An account of what the Newark public library has done to promote Newark study in the public schools of that city.
570. Davidson, Percy E. Some reasons for the state direction of civic-economic training particularly in schools of secondary grade. Berkeley, Cal., 1919. [6] p. 8°.
Reprinted in part from the Sierra educational news, February 1919.
571. Gathany, J. Madison. The teaching of politics. Educational review, 57: 247-59, March 1919.
Importance of civics in our public school curriculum. Says that the average man in our democracy must be fitted to understand and comprehend sound ideas of government, or American democracy will cease to exist, and something akin to Bolshevism will usurp its place.
572. The teaching of politics in American universities. New republic, 18: 184-85, March 1, 1919.
An editorial criticising current methods of teaching this subject, because forms are studied without analysing the substance behind those forms. Attention is given to acquiring facts rather than to grasping principles.

AMERICANIZATION OF IMMIGRANTS.

573. Kilpatrick, Van Evrie. Americanization through school gardens. American education, 22: 309-11, March 1919.
574. Weber, S. F. Some aspects of Americanism. Journal of education, 89: 227-29, February 27, 1919.

REEDUCATION OF WAR INVALIDS.

575. Inter-allied conference on the after-care of disabled men. Second annual meeting held in London, May 20 to 25, 1918. [Vol. I] Reports presented to the conference. [Vol. II] Supplement to volume of reports. London, H. M. Stationery office, 1918. 2 v. 8°.
CONTENTS.—[Vol. I] Section 1, Pensions and allowances. Section 2, Training. Section 3, A, Medical treatment, the blind and the deaf. Section 3, B, Surgical treatment. Appendix. [Vol. II] Verbatim reports of the discussions, together with some papers presented to the conference but not included in the volume of reports.
576. McMurtrie, Douglas C. The disabled soldier. With an introduction by Jeremiah Milbank. New York, The Macmillan company, 1919. 232 p. front, plates. 12°.

577. **Pasuw, Leon de.** The vocational re-education of maimed soldiers. With a preface by Madame Henry Carton De Wiart, tr. into English by the Baronne Moncheur and Elizabeth Kemper Parrott. Princeton, Princeton university press; London, Humphrey Milford [etc., etc.] 1918. 188 p. plates. 12".
578. **Pearce, Paul S.** Disabled men in war and peace. National efficiency quarterly, 1: 273-86, February 1919.
A program for industrial readjustment of the disabled.

EDUCATION OF SOLDIERS.

579. **Barker, Clyde B.** An army school for illiterates. American school board journal, 58: 53, March 1919.
The organization of classes and the method of instruction used in the classes for illiterate soldiers.
580. **Kingsbury, John A.** The new military training. Survey, 41: 765-67, March 1, 1919.
Preparing soldiers abroad for citizenship at home. Work of the Army educational commission.

EDUCATION OF WOMEN.

581. **Abernethy, Julian W.** The anomaly of coeducation. School and society, 9: 259-62, March 1, 1919.
The writer does not believe in coeducation in colleges and universities. Says that it is time for a revolution that will give to a woman a man's chance in education.

EDUCATION OF DEAF.

582. **Farquhar, Grover C.** The Boy Scouts of America in relation to schools for the deaf. American annals of the deaf, 64: 134-44, March 1919.

EXCEPTIONAL CHILDREN.

583. **Clark, L. Pierce.** The ungraded class system which New York is about to put in operation. Journal of the New York state teachers' association, 6: 1-4, February 1919.
Gives the requirements of any thoroughgoing ungraded class system for the state.
584. **Tompkins, Ernest.** Left-handedness and stammering. Quarterly journal of speech education, 5: 6-11, January 1919.
Says the belief that reversal of left-handedness causes stammering is fallacious. The charge that return "to left-handedness results in disappearance of stammering is not sustained by three prominent supporters of the dextro-ministrality causation theory of the disorder."

EDUCATION EXTENSION.

585. **Waldar, F. F.** The value of correspondence instruction.—Part I. American education, 22: 306-309, March 1919.
To be continued.
586. **Snedden, David.** The movement for continuation school education. Educational administration and supervision, 5: 36-38, January 1919.
Notes of an address before the Vocational education association of the Middle West, January 16, 1919.

LIBRARIES AND READING.

587. Christopher, Katharine M. War service of the New York high school libraries. *Journal of the New York state teachers' association*, 6: 19-22, February 1919.

Collecting and arranging library war material, Arousing pupils' interest in war service and reading, and Student contribution to soldier and sailor libraries.

588. Michigan state normal college. Training department library. A graded list of library books for the elementary and the intermediate school. Ypsilanti, Mich., 1919. [12] p. 8°. (Library bulletin no. 3)

Arranged by E. V. Andrews, librarian, with the help of the teachers and the children of the Training department.

589. Paine, Paul M. Are we to have a free library? Some observations upon the conduct of the people's university. *Bookman*, 49: 68-71, March 1919.

Criticizes the classification of a library's book circulation into fiction and non-fiction. Says it will be interesting to ascertain what books on applied science and American idealism are most popular, and also to give proper attention to statistics of prose fiction.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

590. Brief courses in home making for normal schools; by Carrie Alberta Lyford. Washington, 1919. 15 p. (Home economics circular no. 8, January 1919.)

Revision of circular issued June 27, 1917.

591. The cooperative school; by William T. Bawden. Washington, 1919. 10 p. (Industrial education circular no. 2, February 1919.)

592. Courses of study for the preparation of teachers of manual arts; by Albert F. Siefert. Washington, 1919. 30 p. (Bulletin, 1918, no. 37)

593. Diet for the school child. Washington, 1919. 14 p. (Health education, no. 2)

594. Instruction in music; by Waldo S. Pratt. Washington, 1919. 14 p. (Bulletin, 1919, no. 5)

Advance sheets from Biennial survey of education in the United States, 1916-1918.

595. The kindergarten and Americanization. Washington, 1919. 4 p. (Kindergarten circular, no. 3, November 1918.)

596. Kindergarten supervision in city schools; by Almira M. Winchester. Washington, 1919. 50 p. (Bulletin, 1918, no. 38)

597. Lessons from the war and their application in the training of teachers; by William T. Bawden. Washington, 1919. 20 p. (Industrial education circular no. 1, January 1919.)

598. List of references on rural life and culture. Washington, 1919. 7 p. (Library leaflet no. 1.)

599. Secondary education; by Thomas H. Briggs. Washington, 1919. 44 p. (Bulletin, 1918, no. 47)

Advance sheets from Biennial survey of education in the United States, 1916-1918.

600. State laws relating to education enacted in 1915, 1916, and 1917. Compiled by William R. Hood. Washington, 1919. 259 p. (Bulletin, 1918, no. 23.)

601. Statistics of agricultural and mechanical colleges, 1916-17; by Benjamin F. Andrews. Washington, 1919. 43 p. (Bulletin, 1918, no. 41)

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1919, No. 34

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

MAY, 1919



WASHINGTON
GOVERNMENT PRINTING OFFICE
1919

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational biography—Current educational conditions—Educational reconstruction—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Moral and religious education—Manual and vocational training—Vocational guidance—Vocational tests—Army personnel—Agricultural education—Commercial education—Professional education—Civic education—Americanization of immigrants—Reeducation of war invalids—Education of soldiers—Education of women—Negro and Indian education—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

602. **National education association.** Journal of proceedings of the fifty-sixth annual meeting . . . Pittsburgh, Pa., June 29-July 6, 1918. Journal of the National education association, 3:357-420, February 1919.

Department of business education.—Contains: 1. J. T. Holdsworth: Commercial education after the war, p. 358-60. 2. G. L. Swiggett: Commercial education in preparation for foreign service, p. 360-62. 3. D. H. O'Keefe: Commercial-education statistics, p. 362-69.

Library department.—4. O. S. Rice: Practicable library cooperation with junior Red cross organizations in rural schools, 373-75. 5. Annie S. Cutter: Report of the elementary-school committee: library cooperation with the junior Red cross, p. 375-77. 6. R. J. Aley: The high-school student and the book, p. 377-80. 7. J. A. Churchill: The relation of the high-school library to modern educational aims, p. 380-82. 8. Effie L. Power: Library cooperation with the junior Red cross, p. 384-86.

Department of special education.—9. The practical value of psychological tests—do they find the bright and dull pupils? [by] Bertha M. Luckey, p. 388-90; [by] A. H. Sutherland, p. 390-92; [by] Frank Cody, p. 392-94. 10. Overcoming the objection of parents to the special class—can it be done? How? [by] H. E. Blackmar, p. 395-96; [by] Anna M. Kordstemon, p. 397-98. 11. E. R. Whitney: Does the special class equip pupils for industrial employment? p. 400-402. 12. D. B. Corson: Does the special class equip pupils for industrial employment in the community? Can the cooperation of employers during and following the school period be obtained and how? p. 402-404.

Department of classroom teachers.—13. W. C. Bagley: The status of the classroom teacher, p. 407-11. 14. Isabel A. Ennis: Causes of the present shortage of teachers, p. 411-13.

Department of educational publications.—15. F. M. Hunter: Needed modifications in textbooks as shown by the war, p. 414-19.

603. National education association. Department of superintendence. [Some addresses delivered at the Chicago meeting, 1919] *Journal of the New York state teachers' association*, 6: 41-46, 57-61, 67-77, March 1919.

Contains: 1. D. B. Waldo: Adequate compensation for teaching service in public schools, p. 41-44. 2. W. J. Bogan: What the war has done for methods in vocational education, p. 44-46. 3. R. J. Condon: Education of the immigrant, p. 57-59. 4. E. L. Miller: English, p. 59-61. 5. F. O. Lowden: Knowledge alone not sufficient, p. 67-68. 6. R. B. Irens: Supervision in a small city system, p. 69-71. 7. W. G. Bagley: American backwardness in the professional preparation of teachers, p. 71-74. 8. J. P. Goode: What the war should do for our methods in geography, p. 75-77.

604. Pennsylvania state educational association. Proceedings of the sixty-ninth meeting in session at Harrisburg, December 30, 31, 1918, and January 1, 2, 1919. Pennsylvania school journal, 67: 277-330, 339-384, 385-436, January, February, March, 1919.

General sessions—Contains: 1. S. E. Weber: Some aspects of Americanism, p. 287-91. 2. F. G. Blair: Educational benefits of the war, p. 295-99. 3. David Snedden: Some questions in the new philosophy of education, p. 299-301. 4. C. S. Davis: Report of educational council, p. 301-302. 5. H. E. Jackson: Every schoolhouse a community capitol and every community a little democracy, p. 317-19. 6. Marcus Aaron: Teachers' salary increase, p. 319-24. 7. Report of the legislative committee, p. 324-28.

Department of county superintendents.—Contains: 8. G. A. Grim: Educational measurements, p. 339-40. 9. L. L. Driver: Vitalizing the rural school, p. 340-43. 10. C. A. Middleswarth: Systematic physical training in our elementary schools, p. 343-44. 11. Crton Lowe: School gardening, p. 344-48. 12. Samuel Hamilton: School as an agency of reconstruction, p. 348-51. 13. L. L. Driver: Rural school consolidation, p. 352-56.

City and borough superintendents.—14. David Snedden: Problems of determining objective standards of aim in elementary and secondary school objectives as preliminary to use of measurements of results, p. 357-59. 15. H. W. Dodd: Remuneration of the teacher, p. 359-63. 16. David Snedden: Improving the professional status of teachers, p. 363-65. 17. W. H. Henderson: The re-education of disabled soldiers, p. 365-68.

Supervising principals' round table.—18. G. E. Mark: Supervising principal in a county system of schools, p. 368-70. 19. H. J. Barnett: How can the supervising principal secure the best teachers? p. 370-72. 20. H. M. B. Lehr: How can the supervising principal improve the service of his teachers, p. 373-76. 21. J. G. Dundore: How much should the supervising principal teach? p. 376-78. 22. W. S. Deffenbaugh: Supervising principal's work, p. 379-82.

Department of music.—23. David Snedden: Problems of aim in music as one of the fine arts, p. 382-84.

Directors' department.—24. W. G. Davis: Address [on the war and education] p. 392-96. 25. J. P. Garber: Increase in teachers' salaries, p. 398-401. 26. C. H. Judd: What makes American schools democratic? p. 404-10.

Association of school board secretaries.—27. H. L. Graham: Application and enlargement of the compulsory school attendance law, p. 418-20. 28. J. D. Hughes: Prevention of waste in schools, p. 423-25. 29. F. L. Bensinger: Proposed school legislation, p. 425-29. 30. C. H. Meyer: Problems caused by conditions arising from the war and the epidemic, p. 433-34.

605. Texas state teachers' association. Proceedings of the Dallas meeting, 1918. Texas state teachers' association bulletin, 3: 11-30, April 1919. (R. T. Ellis, secretary, Fort Worth, Texas.)

Contains: 1. J. C. Griffith: The problem of financing the schools, p. 11-15. 2. D. C. Munro: The new history, p. 15-17. 3. F. M. Bralley: Larger recognition of women in the work of education, p. 18-20. 4. R. A. Law: Condition of English teaching in Texas schools, p. 21-22.

See also item 419 in April record.

EDUCATIONAL BIOGRAPHY.

606. Death of Dr. Schaeffer. *Pennsylvania school journal*, 67 : 437-43, March 1919.

A sketch of the life and educational work of Dr. Nathan C. Schaeffer, state superintendent of public instruction of Pennsylvania, who died March 15, 1919.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

607. Alabama. Department of education. Report of special drive against illiteracy among men of draft age. Montgomery, Brown printing co., 1918. 36 p. 8°.

608. Cestre, Charles. Une mission aux États-Unis. *Revue internationale de l'enseignement*, 73 : 54-65, January-February 1919.

In this paper, the first of a series, the writer narrates his experience as an exchange professor at Harvard, and in propaganda work for French universities in various parts of the United States; also takes up subjects of exchange of professors between French and American universities, and the recruitment of teachers of French for America.

609. Dorr, Rheta Childe. The shame of America. *Pictorial review*, 20 : 6-7, May 1919.

This article brings out the appalling extent of illiteracy in the United States, and discusses the Smith-Towner bill, designed to remove this condition; also takes up the subject of the English language in schools.

610. Illiteracy and public education in Massachusetts. *Outlook*, 121 : 600-601, April 9, 1919.

Résumé of a report of a special commission created by the Massachusetts legislature of 1918 to survey the public schools and state-supported educational institutions of all types of Massachusetts.

611. Ladd, A. J. Have the schools been discredited by the revelations of the war? *School and society*, 9 : 399-408, April 5, 1919.

Tells of the manner in which the schools demonstrated their efficiency in the war, and while acknowledging that the war did reveal some shortcomings of our educational system says that our fundamental principles are sound, that we are working along right lines and accomplishing good results.

612. Morehouse, Francis. The war test of the schools. *School and home education*, 38 : 160-65, April 1919.

In conclusion the writer says that the public school has shown itself equal to the task laid upon it in the first great test it has had.

613. Pearse, C. G. Chicago schools. *American school*, 5 : 8-10, 18-19, January 1919.

The organization and activities of the Chicago school system.

614. Ryan, W. Carson, jr. Education and educational institutions. In *American year book*, ed. by F. G. Wickware, 1918. New York, D. Appleton and company, 1919. p. 786-803.

A sketch of educational progress in America during 1918.

615. Schaeffer, Nathan C. Educational interest of the commonwealth. *Pennsylvania school journal*, 67 : 331-37, January 1919.

The eighty-fourth annual school report of the state superintendent of public instruction of Pennsylvania.

Education in relation to the war; some constants and variables in education.

FOREIGN COUNTRIES.

616. Clavière, Jean. La composition française à l'école primaire élémentaire. *Revue pédagogique*, 74 : 94-107, February 1919.

617. **Dumville, Benjamin.** The case for standardization of the curriculum in elementary and other schools. *Journal of experimental pedagogy* (London) 5 : 18-27, March 5, 1919.
Conditions in England described
618. **Frappier, O.** La nouvelle réforme du certificat d'études primaires élémentaires. *Revue pédagogique*, 74 : 108-15, February 1919.
Discusses the effects of the new regulation for primary instruction adopted by the French government in 1917.
619. **Marcucci, Alessandro.** La scuola per gli adulti analfabeti. *Coltura popolare* (Milan) 9 : 91-94, February 1919.
Discusses measures for instructing adult illiterates in Italy.
620. **Marin, Louis.** L'organisation des relations intellectuelles de la France et de la Serbie. *Revue internationale de l'enseignement*, 73 : 35-53, January-February 1919.
Extracts from the report presented to the Chamber of deputies, for the approval of the convention regarding education of Serbs in France.
621. **Le Président Wilson à la Sorbonne.** L'Université de Paris lui confère le titre de docteur *honoris causa*. *Revue internationale de l'enseignement*, 73 : 5-21, January-February 1919.
Contains: 1. Rapport de M. F. Larnaudé.—2. Discours de M. Alfred Croiset.—3. Discours de M. Lucien Poincaré.—4. Réponse du Président Wilson.
622. **Public instruction in Ecuador.** *Bulletin of the Pan American union*, 48 : 226-28, February 1919.
623. **Terrin, Ch.** À quoi rêvent nos élèves? *Revue universitaire*, 28 : 92-102, February 1919.
The writer, a professor in the lycée of Nîmes, discusses on the basis of a canvass of his own pupils the ideals which will govern the young man of France in the reconstruction of their country after the war. They will devote themselves to action rather than to abstract thought or science.

EDUCATIONAL RECONSTRUCTION.

624. **Baker, S. Josephine.** Reconstruction and the child. *American journal of public health*, 9 : 185-90, March 1919.
Advocates the establishment in each state of a governmental Department of child welfare.
625. **Cleveland, Frederick A. and Schafer, Joseph, ed.** Democracy in reconstruction. Boston, New York [etc.] Houghton Mifflin company [1919] 491 p. 12°.
Contains a collection of papers by 21 contributors, including the editors, grouped under the following section headings, preceded by an introductory paper by Joseph Schafer on The historical background of reconstruction in America: I. Ideals of democracy. II. Institutions of democracy. III. After-war social problems. IV. After-war labor problems. V. After-war transportation problems. VI. After-war political problems. Paper No. 10, p. 212-43, in section III, is on The educational lessons of the war, by Samuel P. Capen and Charles R. Mann.
626. **Cooper, Clayton Sedgwick.** American education in the crucible of war. *Educational foundations*, 30 : 325-33, April 1919.
627. **Hamilton-Muncie, Elizabeth, and Keith-Hyde, Florence.** The hygiene of happiness in education. *American journal of school hygiene*, 3 : 25-34, March 1919.
Concludes the article with twelve propositions for reconstruction in education.
628. **Kolbe, Parke E.** The colleges in the war. *School and society*, 9 : 339-47, March 22, 1919.
An address delivered before the Association of American colleges, in Chicago, January 11, 1919. College war activities and the effect of the war on academic conditions.

629. **Ladd, A. J.** Education after the war. *American schoolmaster*, 12 : 127-34, March 1919.

The defects in our educational system as disclosed by the war and a program for the education of the future.

630. **McKinley, Albert E.** Problems in educational reconstruction. *Pennsylvania gazette*, 17 : 589-90, March 28, 1919.

Extracts from an address delivered March 22, 1919, at Houston club, University of Pennsylvania.

631. **Phillips, D. E.** Reconstruction in education. *American schoolmaster*, 12 : 110-17, March 1919.

632. **Risdon, C. S.** New equations in the teacher's problems. *Kansas teacher*, 8 : 7-10, March 1919.

The influence of the lessons of the war upon education—industrial, physical, social, and patriotic.

633. **Wilson, John B.** Children's participation in war-time activities and its influence in educational work. *American education*, 22 : 348-51, April 1919.

EDUCATIONAL THEORY AND PRACTICE.

634. **Duncan, Jephtha B.** El ideal educativo del presente y otros discursos. Prologo de Christobal Rodriguez. Panama, Imprenta nacional, 1919. 55 p. 12°.

635. **Smith, Walter.** A liberal education for all. *Nineteenth century*, 85 : 563-77, March 1919.

Says that education in the past failed because it did not stimulate thinking. Conditions in England described. Speaks of the newer ideals of education. Emphasizes the proper use of books and the reading habit among children, either to continue a higher education or to advance intelligent and skilful craftsmanship.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

636. **Conger, Napoleon.** The place of the psychological clinic in the schools. *Ohio teacher*, 39 : 280-81, March 1919.

637. **Dearborn, George Van Ness.** The psychology of clothing. Princeton, N. J., Psychological review company, 1918. 72 p. 8°. (Psychological monographs, vol. 26, no. 1, whole no. 112)

The present discussion, a kind of scientific ghost of "Sartor resartus," developed as lectures in the Fruhauf school of salesmanship in New York in August, 1917.

638. **Lay, Wilfrid.** The child's unconscious mind; the relations of psychoanalysis to education. A book for teachers and parents. New York, Dodd, Mead and company, 1919. 329 p. 12°.

639. **Wallin, J. E. Wallace.** The field of the clinical psychologist and the kind of training needed by the psychological examiner. *School and society*, 9 : 463-70, April 19, 1919.

EDUCATIONAL TESTS AND MEASUREMENTS.

640. **Indiana university.** Conference on educational measurements. Fifth annual conference . . . held at Indiana university, Bloomington, Ind., April 19-20, 1918. Bloomington, Ind., Extension division of Indiana university, 1918. 140 p. 8°. (Bulletin of the Extension division, Indiana university, vol. 4, no. 4, December 1918)

Contains: 1. G. M. Whipple: The problem of selecting and training gifted children in the public schools, 6-16. 2. G. M. Whipple: Some future possibilities of mental testing, p. 26-38. 3. G. M. Whipple: The development of methods of group examination of the intelligence of adolescents, p. 39-49. 4. E. L. Thorndike: Tests for vocational selection, p. 50-59. 5. E. L. Thorndike: Round table: Application of vocational tests to present school problems, p. 60-65. 6. E. L. Thorndike: Recent developments in educational measurements, p. 66-73. 7. H. L. Smith: Plans for saving time in grades VII-XII inclusive, p. 74-91. 8. S. L. Pressey: A systematic plan for selecting subnormal and supernormal children in the public schools, p. 92-99. 9. W. F. Book: Variations in mental ability and its distribution among the school population of an Indiana county, p. 100-31.

641. **Boyer, Philip A.** The Courtis tests in arithmetic. *Mathematics teacher*, 11 : 121-32, March 1919.
Results of tests given in seven Philadelphia schools in March 1918.
642. **Pressey, Sidney L.** A comparison of two cities and their school systems by means of a group scale of intelligence. *Educational administration and supervision*, 5 : 53-62, February 1919.
A comparison of the school populations in two Indiana cities. The two cities were found to be surprisingly alike, but within each city great differences were found between different sections.
643. ——— and **Pressey, L. W.** The practical "efficiency" of a group scale of intelligence. *Journal of applied psychology*, 3 : 68-80, March 1919.
Studies from the psychological laboratory of Indiana university, based on results from 966 Bloomington, Ind., school children, 200 cases at the State school for feeble-minded youth; and 23 children in a class for gifted children and 25 in a class for subnormal children at Louisville, Ky.
644. **Smith, Geddes.** Are you fit to be a freshman? *Independent*, 98 : 20-21, 37, April 5, 1919.
Psychological tests for admission to the undergraduate college for men of Columbia university, New York.

SPECIAL METHODS OF INSTRUCTION.

645. **Douglass, A. A. and Dealey, W. L.** Micromotion studies applied to education. *Educational film magazine*, 1 : 14-15, March; 16-17, April 1919. illus.
To be continued in the May number.
Novel use of films to reduce waste in process of learning to a minimum—saving 35 minutes a day saves one year of school life.
646. **Humiston, Beatrice.** The theater as an educational institution. *Quarterly journal of speech education*, 5 : 120-27, March 1919.
647. **Johnson, Gertrude E.** Dramatic production and the educational curriculum. *Quarterly journal of speech education*, 5 : 158-70, March 1919.
The status of dramatic work in colleges and universities of the country.
648. **Ratisbonne, Edmond.** Educational films from a French viewpoint. *Educational film magazine*, 1 : 8, 30, April 1919.
Professor Guillet's success with film teaching, solving school film problems in America, need for a library of film textbooks, etc.
649. **Rawnsley, W. F.** Education by the humanities. *Living age*, 301 : 26-32, April 5, 1919.
Reprinted from the Cornhill magazine.
An account of the method of instruction practiced in the Drighlington school, Bradford, England. This consists in giving the pupils really good English literature and in getting them to read this in considerable quantity.
650. **Stevenson, J. A.** The project and the curriculum. *School and home education*, 38 : 146-51, March 1919.
651. **Teaching**, vol. 4, no. 5, February 1919. (Examples of project-problem instruction.)
Contains: 1. H. G. Lull: What are projects and problems? p. 7-11. 2. Jennie Williams: Project-problem instruction in eighth-grade geography, p. 11-15. 3. J. H. Wilson: Eighth grade English, p. 15-18. 4. Avie Wright: Project-problem instruction in arithmetic, p. 18-21. 5. Florence Billig: Project-problem instruction in elementary science, p. 21-32.
652. **Ziegler, Carl W.** Laboratory method in English teaching. *English journal*, 8 : 143-53, March 1919.
Read before the National council of teachers of English at Pittsburgh, July 18, 1918.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

653. **Gray, William S.** Reading in the elementary schools of Indianapolis. Elementary school journal, 19 : 506-31, March 1919.
Third paper of series. Deals with methods of teaching reading; the development of the fundamental habits and associations involved in fluent oral reading (second and third grades), etc.
654. **Rhodes, E. N.** A policy for the improvement of elementary school reading. American schoolmaster, 12 : 167-75, April 1919.

ENGLISH AND COMPOSITION.

655. **Committee on economy of time in the teaching of English.** Report . . . II. Preliminary report of the grammar subcommittee. English journal, 8 : 179-89, March 1919.
Part I on the Mechanics of writing appeared in the English journal for February 1919.
"This report presents what may be accepted as unquestionably fundamental and essential in organized grammar for all pupils who complete the English requirement, in whatever type of school or course."
656. **Mackie, R. A.** The study of English. Northwest journal of education, 30 : 18-21, April 1919.
Deals with three of the causes which according to G. Stanley Hall are responsible for the present degeneration in the command of the English language, namely: (1) Too much time is devoted to foreign languages; (2) the study of literature and content is too often subordinated to language study and mere form; (3) reading and writing are too early substituted for hearing and speaking. Gives some thoughts from eminent educators.
657. **Watt, Homer A.** Protecting the theme-reader. English journal, 8 : 164-73, March 1919.
Freshman English and protecting the instructor from the deadly monotony of theme-correcting.

MODERN LANGUAGES.

658. **Aron, Albert W.** Relative accomplishments of beginners in German in high school and college. Modern language journal, 3 : 246-50, March 1919.
Based on a paper read before the Wisconsin association of modern foreign language teachers, May 10, 1918.
659. **French course of study.** French in the high school. Modern language journal, 3 : 251-76, March 1919.
To be continued.
Written by members of the French department of the University high and elementary schools, University of Chicago.
660. **Marchant, Langworthy.** Teaching Portuguese in the United States. Bulletin of the Pan American union, 48 : 172-76, February 1919.
Presents the importance, with reference to our relations with Brazil, of teaching the Portuguese language and Brazilian geography, history, and economics in American schools.
661. **Moore, Olin H.** Italian in the high schools. Modern language journal, 3 : 237-45, March 1919.
Address delivered before the Illinois high school conference, held at Urbana, Ill., November 22, 1918.
662. **Re, Emilio.** The teaching of English in Italy. Modern language teaching, 15 : 1-4, February 1919.
Paper read at the annual general meeting of the Modern language association of England, January 8, 1919.

663. Thomson, Alexander. History of German in the Cincinnati public schools. [Cincinnati] 1919. 12 p. 8°.

A paper read before the Literary club of Cincinnati in 1918.

664. Ward, Charles F. Modern language teaching. Educational review, 57 : 321-35, April 1919.

A discussion of the report of the committee appointed by the prime minister of England "to inquire into the position of modern languages in the educational system of Great Britain."

665. Warshaw, J. Why Spanish? School and society, 9 : 408-13, April 5, 1919.

The merits of the Spanish language compared with other foreign languages.

ANCIENT LANGUAGES.

666. Galletier, Ed. Les jeunes filles et le latin au baccalauréat; réflexions d'un examinateur. Revue universitaire, 28 : 84-91, February 1919.

667. Metcalf, J. C. Humanizing education. Educational review, 57 : 298-303, April 1919.

Says that one defect of the modern theory of education is that it yields "too readily to the immediate inclinations of youth. The older education insisted that overcoming difficulties was an essential part of mental training." Advocates cultural studies.

668. Nemiah, Royal Case. University reconstruction and the classics. Dial, 66 : 390-93, April 19, 1919.

669. Smith, Kirby Flower. The future place of the humanities in education. Johns Hopkins alumni magazine, 7 : 147-56, March 1919.

Address before the Association of American universities at Cambridge, Mass., December 5, 1918.

670. Wilson, Leta M. The place of the classics in the new curriculum. Wisconsin journal of education, 51 : 69-72, March 1919.

A brief compilation of the opinions of men of note in regard to the value of Latin.

SOCIAL SUBJECTS.

671. Kerby, William J. Undergraduate teaching of sociology. Catholic educational review, 17 : 193-99, April 1919.

Address delivered at the meeting of the American sociological society at Richmond, December 28, 1918.

672. Tildaley, John L. Economics and the teacher of economics in the New York city high schools. Bulletin of high points in the work of the high schools of New York city, 1 : 3-7, March 1919.

GEOGRAPHY.

673. Brigham, Albert P. Geography after the war. Educational review, 57 : 277-85, April 1919.

Work of the American geographical society, the U. S. Geological survey, etc., in gathering data relating to the geographic features of Europe and the United States.

674. Teggart, Frederick J. Human geography, an opportunity for the university. Journal of geography, 18 : 142-48, April 1919.

Discusses political and ethnical geography; influence of migration of peoples; human development, etc.

675. Whitbeck, R. H. Geography in American and European universities. Journal of geography, 18 : 129-41, April 1919.

Discusses the significance of the new interest in geography, owing largely to the rapid growth of schools of commerce and industry.

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MATHEMATICS.

676. **Association of teachers of mathematics in New England.** Report of the Committee to recommend a suitable program in mathematics for the junior high school. *Mathematics teacher*, 11 : 133-40, March 1919.
677. **Monroe, Walter S., ed.** Studies in arithmetic, 1916-17. [Bloomington? Ind., 1918] 40 p. 8. (*Indiana university studies*, vol. v, study no. 38, September, 1918)
678. **Smith, David Eugene.** Introductory course in mathematics. *Mathematics teacher*, 11 : 105-14, March 1919.

SCIENCE.

679. **Crumly, Charles W.** The purpose and method of high school science. *Educational exchange*, 34 : 3-7, January 1919.
The causes of failure in the teaching of science and the aims and purposes of science in the high schools.
680. **Goldsmith, Gertrude B.** Nature study in the grades. *General science quarterly*, 3 : 167-85, March 1919.
Gives a suggestive outline for nature-study for grades I to VIII.
681. **Hodgdon, Daniel R.** The psychological and pedagogical basis of general science. *School science and mathematics*, 19 : 305-22, April 1919.
Read before the Central association of science and mathematics teachers, at the University of Chicago, November 29, 1918.
682. **Hopkins, B. S.** Teaching chemistry in the laboratory. *School science and mathematics*, 19 : 295-301, April 1919.
Read before the Chemistry section of the Central association of science and mathematics teachers, Chicago, Ill., November 30, 1918.
683. **Lyman, G. E.** The unification of American botany. *Science*, n. s., 49 : 339-45, April 11, 1919.
Paper read before Section G of the American association for the advancement of science, December 26, 1918. Emphasizes the study and teaching of plant pathology.
684. **McClung, C. E.** The elementary course in zoology—is it satisfactory? *Science*, n. s., 49 : 345-47, April 11, 1919.
Subject considered in connection with the National research council. Preparation of outlines of courses adapted to the proposed Students' army training corps.
685. **Twiss, G. E.** The study of physics as a factor in a general education. *Ohio educational monthly*, 68 : 131-34, April 1919.
This is the first of several articles by Mr. Twiss which will follow in consecutive numbers.
686. **Van Buakirk, Edgar F.** How can sex education be made a part of biology? *School science and mathematics*, 19 : 335-43, April 1919.
This paper was presented at Washington, D. C., January 1919, at the fourth conference held under the auspices of the U. S. Bureau of education and the U. S. Public health service for the purpose of helping to put sex education in its normal place in the secondary school curriculum.

HANDWRITING.

687. **Nutt, H. W.** Rhythm in handwriting. *Elementary school journal*, 19 : 532-40, March 1919.
A study of rhythm in handwriting of pupils from 15 to 18 years inclusive. Data obtained from the Kansas City and Lawrence high schools, Kansas. Advocates intensive rhythmic drills for ages 12 to 16.

ELOCUTION.

688. **Blanton, Margaret Gray and Blanton, Smiley.** Speech training for children; the hygiene of speech. New York, The Century co., 1919. xv, 261 p. 12°.

689. **Speare, Morris Edmund.** Speech education in the United States college of discipline. *Quarterly journal of speech education*, 5 : 138-57, March 1919.

Methods evolved by the authorities of the United States Naval academy to meet the pressing needs of the naval officer for some grounding in speech education.

690. **Stratton, Clarence.** Speaking of speech. *Illinois association of teachers of English bulletin*, 11 : 1-14, March 1, 1919.

The necessity of teaching people to speak well.

KINDERGARTEN AND PRIMARY SCHOOL.

691. **Craig, Clara E.** The beginnings of reading and writing in the Rhode Island normal school. [Providence] *Rhode Island normal school* [1919] 32 p. illus. 8°.

Report on the work of the experimental classes from 1913 to date. The application of the Montessori principles to children in the American public schools.

692. **Drever, James.** The vocabulary of a free kindergarten child. *Journal of experimental pedagogy* (London) 5 : 28-37, March 5, 1919.

A study based on data gathered from the Gilmore Place kindergarten, Edinburgh, Scotland, from children living in slum conditions.

693. **Gay, P.-H.** L'inspecteur primaire à l'école. *Revue pédagogique*, 74 : 30-41, January 1919.

694. **Ireland.** Vice-regal committee of inquiry into primary education. Report of the committee. Report. v. 1 . . . Dublin, H. M. Stationery office, 1919. 44 p. 4°.

At head of title: Viceregal committee of enquiry into primary education (Ireland), 1918.

695. **Metodo Montessori—Il valore sociale delle case dei bambini e la fortuna del metodo Montessori fuori d'Italia** [by] Erminia Lucentini; **Il metodo Montessori in Francia durante la guerra** [by] Mary R. Cromwell. *Coltura popolare* (Milan) 9 : 46-53, January 1919.

696. **Pratt, Caroline.** Experimental schools. *Dial*, 66 : 413-15, April 19, 1919.

RURAL EDUCATION.

697. **Capps, R. C.** Consideration of the general educational conditions in Missouri. *Missouri school journal*, 36 : 100-105, March 1919.

The first of a series of articles dealing with the rural school survey of Missouri. According to the findings of the survey committee, Missouri ranked 32d in the 48 states of the union on the basis of nine tests of efficiency.

698. **Claxton, Philander Priestley.** Education in the rural school. *Banker-farmer*, 6 : 9-12, April 1919.

Address delivered at the conference of the Agricultural commission of the American bankers association, February 27, 1919.

Changes in the country schools needed to adapt them to the needs of country life, to make rural life attractive, and to increase the wealth of the country.

699. **Deffenbaugh, W. S.** The village community school. *American city* (town and county ed.) 20 : 337-39, April 1919.

700. **Favrot, Leo M.** The part the rural school must play in the after-war situation. *Tuskegee student*, 30 : 8-9, March 1, 1919.

Address delivered at the 28th annual Tuskegee negro conference, held at Tuskegee institute, January 22-23, 1919.

701. **Phelps, C. L.** Inequalities in support and control of rural elementary education in California. *School and society*, 9 : 453-57, 482-86, April 12, 1919.

702. **Winship, A. E.** Modern educational ideas. *Teacher's journal*, 18 : 358-63, March 1919.

Also in *Normal instructor and primary plans*, 28 : 62-63, May 1919; *Northwest journal of education*, 30 : 7-9, April 1919; and *School and home education*, 38 : 153-54, March 1919.

Discusses Prof. P. G. Holden's idea of rotating subjects in the rural school so that the same subject will not be taught year after year. Following Dr. Winship's appreciation of his work, Prof. Holden gives his own ideas on the subject.

SECONDARY EDUCATION.

703. **Chancellor, William E.** Program for progress in the high school course of study. *Journal of education*, 89 : 343-44, March 27, 1919.

Proposes two courses of study for high school pupils for the new day when all Americans shall be truly nationalized.

704. **Goaling, T. W.** A special academic class in the junior high school. *School review*, 27 : 241-55, April 1919.

An account of an experimental scheme of classification at the Lafayette Bloom junior high school, Cincinnati, Ohio. Says that classification is one of the most effective means of avoiding the retardation of pupils.

705. **Pincherle, Salvatore.** La crisi della scuola media. *Rivista pedagogica*, 11 : 434-42, July-December 1918.

706. **Roberts, John S.** Intermediate schools or junior high schools. *Bulletin of high points in the work of the high schools of New York city*, 1 : 2-5, February 1919.

The purpose of the junior high school, its advantages, and the attitude of high schools toward it.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

707. **Aaron, Marcus.** A statement of the case. *Journal of education*, 89 : 404-405, April 10, 1919.

Also in *School life*, 2 : 11-12, April 1, 1919.

A member of the Pennsylvania state board of education and the Pittsburgh board of education gives some figures concerning teachers' salaries in Pennsylvania, especially in Pittsburgh, and some figures showing the wealth of Pennsylvania.

708. **Church, Clarence C.** Success-making traits in college teachers. *Pedagogical seminary*, 26 : 41-48, March 1919.

709. **Columbus, Ohio.** Committee on teachers' salaries. Columbus report on teachers' salaries. *Nebraska teacher*, 21 : 361-63, April 1919.

Tables of the expenses and earnings of the women teachers and a comparison of their wages with the wages of other women in Columbus, Ohio.

710. The demobilized professor; by one of them. *Atlantic monthly*, 123 : 537-45, April 1919.

Recounts how American professors served their government during the recent war emergency, and makes some forecasts for the future of higher education in peace times.

711. **Gerould, Gordon Hall.** The professor and the wide, wide world. *Scribner's magazine*, 65 : 465-70, April 1919.

Shows how the professor has learned a good deal while playing his part on the wide stage of the war-stricken world, but chiefly how to look at himself and his fellows, young and old. Never again will he allow the academic life to become in any sense unreal or withdrawn from reality.

712. **Magill, H. S.** Teachers' salaries. *American school board journal*, 58 : 49, April 1919.

A few facts which bear upon the increased cost of living and the necessity for increasing teachers' salaries.

713. **Morris, Wilson C.** The American association of teachers—a forward look. *Missouri school journal*, 36 : 31-36, January 1919.

Points out some of the things that a closely-knit organization of teachers should help to remedy. Thinks that if we had the corporate will of 700,000 teachers back of suggestions for the improvement of the schools some of the suggestions would be taken more seriously.

714. **Parrott, Hattie.** Notes from the Conference on the preparation of rural teachers, held at Chicago, February 27, 1919. *North Carolina education*, 13 : 14-15, April 1919.

Gives a statement submitted by Miss Mabel Carney on some principles involved in the preparation of rural teachers.

715. **Reflections of a prospective pensioner.** By A near pensioner. *School and society*, 9 : 429-36, April 12, 1919.

Some reflections on the compulsory retirement plan of the Carnegie foundation for the advancement of teaching.

716. **Richards, John Wayne.** The benefits of the private teachers' agency to the discriminating employer. *School education*, 38 : 6-8, April 1919.

Also in *American education*, 22 : 358-62, April 1919; *Normal instructor and primary plans*, 28 : 10-11, May 1919; *School and home education*, 38 : 178-79, April 1919; *South Dakota educator*, 32 : 32-37, 39, April 1919; and, *Teacher's journal*, 18 : 394-99, April 1919.

An address delivered at the Chicago meeting of the Department of superintendence, N. E. A., 1919.

717. **Wilds, Elmer Harrison.** A bureau of information and research for normal schools. *School and society*, 9 : 419-22, April 5, 1919.

Recommends a bureau of information and research for every normal school to be of service to all teachers and administrators along the following lines: (1) Educational information, (2) Exchange of practical suggestions, (3) Guidance in professional reading and study, (4) Reports on educational progress, (5) Assistance in research, and (6) Direction of self surveys.

HIGHER EDUCATION.

718. **Arnold, LeRoy.** Should students receive credit for recreational pursuits? *Pedagogical seminary*, 26 : 56-72, March 1919.

Results of a questionnaire sent to 114 colleges showing the number of credits given to extra-curricular pursuits in the different institutions. In conclusion the writer says that students should not receive credit for recreational pursuits unless they are a part of the course of study, but that the so-called extracurricular activities of today will be an integral part of the curriculum of tomorrow.

719. **Black, Millard A.** Changes in entrance requirements of New England colleges. *Educational administration and supervision*, 5 : 73-84, February 1919.

Points out the changes that have taken place in the entrance requirements to the leading New England colleges since 1912, and compares the requirements as they exist today with the recommendations of the committee upon the articulation of high schools and colleges as adopted in 1911 by the National education association.

720. **Bolton, Frederick E.** Some probable effects upon higher education due to the development of junior colleges. *Educational administration and supervision*, 5 : 85-93, February 1919.

721. **Briggs, Thomas H.** The new Columbia university admissions plan. *Educational*, 39 : 473-80, April 1919.

Read before the Connecticut headmasters' association at New Haven, February 14, 1919. According to the new plan, a candidate for admission to the university, after presenting evidence of successfully completing a four-year high-school course and supplying the required personal information, may take an examination designed to measure his general mental alertness and power.

722. **Chevalier, John B.** Harvard education for manhood. *Harvard alumni bulletin*, 21 : 380-83, February 13, 1919.

Discusses some changes that should come as a result of the war, the relative values of modern and ancient languages, military training, necessity for universal military service, etc.

723. **Clark, Harry.** Importance of a college department of pedagogy. *High school journal*, 2 : 102-4, April 1919.
Claims that the department of pedagogy is more important to a college than the law school or the medical school, and that upon the development of schools of pedagogy depends not only the success of the colleges but the character of our future democratic civilization.
724. **Evans, George Fullerton.** The new syntheses. *Harvard graduates' magazine*, 27 : 298-305, March 1919.
The liberal college and its place in the educational world.
725. **Heffner, W. C.** Does the college and university graduate occupy the position in practical life that he ought to? *American penman*, 36 : 254, April 1919.
To be continued in the next issue.
726. **Lloyd, Alfred H.** With benefit of the university. *Michigan alumnus*, 25 : 376-81, March 1919.
The benefits, opportunities, and dangers of a university education.
727. **More, Paul Elmer.** Oxford, women and God. *Unpopular review*, 11 : 275-93, April-June 1919.
Writer comments on the Oxford depicted in Mrs. Humphrey Ward's *Recollections*, and observes that a unique interest was lost to learning with the admission of women into Oxford's cloistered society and the banishment of God.
728. **Perry, Ralph Barton.** The colleges and the new age. *Harvard alumni bulletin*, 21 : 488-91, 512-14, March 20, April 3, 1919.
How the new life which results from the war is going to make itself felt in the colleges. The second part has the title "Harvard after the war."
729. **Roberts, Lydia.** A malnutrition clinic as a university problem in applied dietaries. *Journal of home economics*, 11 : 95-101, March 1919.
730. **Shipley, Arthur E.** The reconstruction of an English university. *Outlook*, 121 : 603-4, April 9, 1919.
New conditions in Cambridge university, England, described.
731. **Templin, Olin.** A university of universities for the nation. *Graduate magazine of the University of Kansas*, 14 : 163-69, March 1919.
The advantages of a national university located at Washington, D. C.
732. **Washington (State) Joint board of higher curricula.** The first biennial report . . . to the Governor of Washington, 1919. Olympia, Wash., F. M. Lamborn, public printer, 1919. 48 p. 8°.
A report on the administration of the five institutions of higher learning supported by the state of Washington.

SCHOOL ADMINISTRATION.

733. **Bagley, W. C.** The Smith-Towner bill and the preparation of rural school teachers. *School and home education*, 38 : 158-60, April 1919.
A paper read before the Conference on rural schools, Chicago, February 27, 1919.
734. **Butcher, Thomas W.** Some difficulties attending the work of a textbook commission. *Elementary school journal*, 19 : 500-5, March 1919.
Not an argument for or against state uniformity of textbooks, but "a friendly exposition of some of the weaknesses, inherent and statutory, of uniformity laws."
735. **Kendall, Calvin N.** The one hundred million dollar federal education bill. *Education bulletin*, 5 : 118-22, April 1919.
Address delivered before the Department of superintendence of the National education association, Chicago, February 26, 1919.
Gives reasons why he believes in the bill.

736. **Lieure, J.** Administration financière des lycées nationaux de garçons et de jeunes filles d'après les documents officiels. Paris, Boudignon, Sartiaux & cie., 1918. 608 p. 12°.

SCHOOL MANAGEMENT.

737. **Breed, Frederick S.** Measured results of supervised study. School review, 27 : 262-84, April 1919.

Continued from School review of March 1919.

Says that "the divided and double-period plans should not be urged for general adoption in secondary schools until their efficiency is more clearly demonstrated."

738. **Hill, Sallie.** Defects of supervision and constructive suggestions thereon. Colorado school journal, 34 : 7-9, March 1919.

Also in Journal of education, 89 : 321, 326, March 20, 1919.

An address delivered at the Chicago meeting of the Department of superintendence, Nations education association, 1919.

Points out some of the defects of supervision from the grade teachers' point of view, and gives some radical suggestions as to how some of these defects might be overcome.

739. **Hoefler, Carolyn.** Reviews in the seventh and eighth grades. Elementary school journal, 19 : 545-53, March 1919.

Says that the reconstruction in education is certain to bring about a reorganization of the courses of study in the upper grades in which there is now so much repetition. Deprecates barren reviews of subject matter well known to pupils.

740. **Hosic, James Fleming.** The technique of supervision. School and society, 9 : 436-40, April 12, 1919.

Deals with the principal phases of classroom supervision.

741. **Morley, E. E.** Experiences in the supervision of teaching by a school principal. Educator-journal, 19 : 422-26, April 1919.

742. **Palmer, Jasper T.** The importance of the teacher in the school organization. Elementary school journal, 19 : 541-44, March 1919.

Advise frequent conferences with individual teachers and groups of teachers, also recommends confidential questionnaires.

743. **Roberts, Herbert F.** The case of the American school. School and society, 9 : 369-73, March 29, 1919.

Deals with some of the prime problems of school management—the teacher and the school board, and especially with the problem of what the careless American owes to his schools.

744. **Ross, Carmon.** The problem of supervised study in the grades. Education, 39 : 457-70, April 1919.

745. **Walters, William Wade.** Pupil participation and specialized instruction. School and home education, 38 : 143-46, March 1919.

The school as a social laboratory and democratic workshop.

SCHOOL ARCHITECTURE.

746. **Betelle, James O.** Architectural styles as applied to school buildings. American school board journal, 58 : 25-28, 75-76, April 1919. illus.

747. **Engelhardt, Nicholas Louis.** A school building program for cities. New York City, Teachers college, Columbia university, 1918. ix, 130 p. diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 96.)

748. **Ewing, William Ferdinand.** Administrative offices in school buildings. American school board journal, 58 : 33-35, April 1919. plans.

Gives plans for administrative offices in small elementary schools and in large elementary schools and in a medium-sized high school.

SCHOOL HYGIENE AND SANITATION.

749. **Averill, Lawrence Augustus.** The problem of malnutrition in school children. American journal of school hygiene, 3 : 1-24, March 1919.
Bibliography : p. 23-24.
Deals with the prevalence of malnutrition among school children and malnutrition as a factor in efficient school work.
750. **Dearborn, Walter F.** Facts of mental hygiene for teachers. Mental hygiene, 3 : 11-15, January 1919.
Lays stress on the overdirection of the activities of the child in school and the failure to give opportunity for self-expression.
751. **Gebhart, John C.** Municipal school feeding. National municipal review, 8 : 159-63, March 1919.
New York city's work for the underfed school child. Gives statistics of the growth of school lunch service in other cities.
752. **Gesell, Arnold.** Mental hygiene and the public school. Mental hygiene, 3 : 4-10, January 1919.
Recommends among other things a reorganization of the kindergarten and first grade, which will place the first half year of school life under systematic, purposeful observation.
753. **Hathaway, Winifred.** The prevention of blindness and defective vision among America's children. Child, 9 : 245-51, March 1919.
Illustrated with reproductions of posters used in educational propaganda by the American national committee for the prevention of blindness.
754. **Mitchell, David.** Malnutrition and health education. Pedagogical seminary, 26 : 1-26, March 1919.
Results and conclusions from experiments conducted by Dr. William R. P. Emerson, under the direction of the Bureau of educational experiments, New York city.
755. **Rapeer, Louis W.** Changing standards of schoolhouse ventilation. American school board journal, 58 : 37, 52, April 1919.

PHYSICAL TRAINING.

756. **Arnold, E. H.** What the war should do for our methods in physical education. Journal of the New York state teachers' association, 6 : 53-56, March 1919.
Also in Mind and body, 26 : 16-22, March 1919.
757. **Kleeberger, F. E.** Essentials of physical education in relation to military training in public schools. Mind and body, 26 : 13-16, March 1919.
Presents some general recommendations upon which the effectiveness of physical education in a community depends.

SOCIAL ASPECTS OF EDUCATION.

758. **American sociological society.** Papers and proceedings 13th annual meeting, held at Richmond, Va., December 27-28, 1918. Sociology and education. Chicago, Ill., The University of Chicago press [1919] 224 p. 8°. (*Its Publications*, vol. 13)
Contains: 1. C. H. Cooley: A primary culture for democracy.—2. Anna Garlin Spencer: The social education of women.—3. R. E. Park: Education in its relation to cultures.—4. F. R. Clow: Sociology in the education of teachers.—5. J. M. Gillette: The vocational concept.—6. W. R. Smith: Social education in the schools through group activities.—7. John Collier: The community center in social education.—8. C. C. North: Extension teaching of sociology in communities.—9. A. J. Todd: The teaching of sociology to undergraduates.—10. E. A. Ross: The national spirit in education.—11. L. M. Bristol: Education and the national ideal.—12. H. A. Miller: The American spirit and the organization of Mid-Europe.

759. **Chase, Lewis.** The human element in education. Journal of the New York state teachers' association, 6 : 62-66, March 1919.

Speaks of the effect of home influences upon the boy returning from college. Says that the school is powerless to bring progress until the home cooperates in its work.

760. **Gillin, John L.** Wholesome citizens and spare time. Cleveland, O., The Survey committee of the Cleveland foundation, 1918. 182 p. 12°. ([Cleveland foundation. Publications] 29)

One of the seven sections of the report of the Recreation survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1917.

An analysis of the positive influence of recreation in the development of personality.

761. **Ryan, W. Carson, jr.** Where do we go from here? New York, Association press [1919] 11 p. 12°.

A talk on the value of education.

762. **Smith, Walter B.** The rôle of social heredity in education. American journal of sociology, 24 : 566-80, March 1919.

Discusses the improvement of the social heritage we expect to transmit, since the laws of social heredity fall within the province of psychic direction and form the basis of a great educative scheme.

CHILD WELFARE.

763. **Eaves, Lucile.** Training children for work after the war. American labor legislation review, 9 : 59-61, March 1919.

Discusses the certification of working children during the war, and the "back to school" question.

MORAL AND RELIGIOUS EDUCATION.

764. **Cunninggim, Jesse L. and North, Eric M.** The organization and administration of the Sunday school. New York, Cincinnati, The Methodist book concern [1919] 155 p. 12°. (Training courses for leadership, ed. by H. H. Meyer and E. B. Chappell)

765. **Micou, Paul.** The church at work in college and university. Milwaukee, Wis., Morehouse publishing co., 1919. 221 p. front. 12°.

Put forth by the National student council of the Episcopal church.

766. **Richardson, Norman E.** Religious education and reconstruction. New York, Cincinnati, The Abingdon press [1919] 32 p. 16°.

767. **Sheridan, Harold J. and White, G. C.** Learning and teaching. New York, Cincinnati, The Methodist book concern [1919] 207 p. 12°. (Training courses for leadership, ed. by H. H. Meyer and E. B. Chappell)

768. **Snedden, David.** Education toward the formation of moral character. Educational review, 57 : 286-97, April 1919.

Advocates the study of specific problems of character education by associations such as the National education association, etc. Says there now exists almost a dearth of such work in any scientific sense.

MANUAL AND VOCATIONAL TRAINING.

769. **Eastern arts association.** Proceedings, ninth annual meeting, New Haven, Conn., April 4-6, 1918. 210 p. 8°. (A. W. Garritt, secretary, Board of education, New York, N. Y.)

Contains: 1. Joseph Pennell: An open letter to the art teachers of America, p. 11-15. 2. Douglas McMurtrie: The re-education of crippled soldiers, p. 30-45. 3. H. A. Dyer: The arts as a means of enriching leisure time, p. 62-71. 4. R. B. Farnum: The National school poster competition, p. 79-88. 5. A. W. Dow: American art teaching in the new age, p. 89-92. 6. Annette J. Warner: Art appreciation in a university course, p. 93-97. 7. E. C. Emerson: Advance work in war time for prevocational and junior high schools, p. 98-103. 8. L. P. Jefferson: The place of marketing in a course in cookery, p. 119-22. 9. O. H. Benson: Extension work in agriculture and home economics by means of boys' and girls' clubs, p. 127-36. 10. Report of the committee on survey of manual training, p. 171-75.

770. **Allen, Charles E.** The instructor, the man and the job; a handbook for instructors of industrial and vocational subjects. Philadelphia and London, J. B. Lippincott company [1919] vii, 373 p. 12°.

This book is intended to serve two purposes—to serve as a handbook to instructors in industrial plants, and also to serve as “instruction notes” in instructor training courses. C. A. Prosser in the Introduction says the book is of great value to those interested in vocational education, and that all those engaged in regular education can not fail to profit by studying its exceedingly clear analysis and discussion of methods of instruction.

771. **Crussell, Edward H.** The course of study for Smith-Hughes work in trade and industry. *Industrial-arts magazine*, 8 : 161-63, May 1919.
772. **Farnum, Royal B.** Industrial art education. *School-arts magazine*, 18 : 439-41, April 1919.

The new era in art education in the public schools.

773. **Marzili, Evaristo.** L'istruzione elementare e la “scuola del lavoro.” *Rivista pedagogica*, 11 : 510-25, July-December 1918.
774. **Munroe, James P.** The part-time, evening, and all-day vocational school. *Vocational summary*, 1 : 10-12, March 1919.

Address before the second annual conference on supervision and teacher training in agriculture, at Atlanta, Ga., January 13, 1919.

775. **New York (City) Board of estimate and apportionment.** The industrial education survey of the city of New York. Complete report of the committee authorized by the Board of estimate and apportionment. New York city, 1918. 473 p. plates. 8°.

Chairman of the Survey committee, Charles R. Richards; director, Lewis A. Wilson.

CONTENTS.—I. The printing trade.—II. Inside electrical work.—III. Carpentry and joinery.—IV. The machinist trade.—V. Industrial classes in the public schools.

776. **Schofield, H.** Technical education after war. *Teacher's world* (London). 20 : 585, March 5, 1919.
777. **Tarbell, B. W. and Metz, J. J.** Teaching safety to apprentices. *Industrial-arts magazine*, 8 : 143-45, April 1919.

Suggestions for instructors in industrial schools in giving safety instruction to students.

778. **Wreidt, E. A.** Industrial education in Illinois under the Smith-Hughes law. *School review*, 27 : 285-97, April 1919.

VOCATIONAL GUIDANCE.

779. **Willet, G. W.** Some factors affecting vocational guidance work in Hibbing, Minnesota. *Industrial-arts magazine*, 8 : 168-72, May 1919.

VOCATIONAL TESTS; ARMY PERSONNEL.

780. **Adams, Edwin W.** Psychological examining in the army. *Current education*, 23 : 104-14, April 1919.

The purposes and some results of psychological tests given to the soldiers.

781. **Bingham, W. V.** Army personnel work: with some implications for education and industry. *Journal of applied psychology*, 3 : 1-12, March 1919.

Mental engineering work in army cantonments by trained psychologists.

782. **Hill, David Spence.** Practical applications of intelligence and other standard tests. *School and home education*, 38 : 166-70, April 1919.

References : p. 170.

Military adoption of the tests and business and industrial applications.

783. **Kelley, Truman L.** Principles underlying the classification of men. *Journal of applied psychology*, 3 : 50-67, March 1919.
Psychological tests applied to the problem of classification in the Students' army training corps.
784. **Leavitt, Frank M.** Standardized measurement scales in the field of the industrial arts. *Industrial-arts magazine*, 8 : 132-38, April 1919.
785. **Thorndike, Edward L.** A standardized group examination of intelligence independent of language. *Journal of applied psychology*, 3 : 13-32, March 1919.
Interesting presentation of group intelligence tests without language, from work in army. Illustrated.
786. **Toops, Herbert A. and Pintner, Rudolph.** Educational differences among tradesmen. *Journal of applied psychology*, 3 : 33-49, March 1919.
Advantages of education demonstrated.
787. [U. S. War department. Office of the surgeon general] Army mental tests. Methods, typical results and practical applications. Washington, D. C., 1918. 23 p. 8°.
The tests were prepared by a committee of the American psychological association and of the National research council.
The pamphlet covers briefly the results of the tests used in the army and gives data to show the value of such tests in industry.
788. **Yerkes, Robert M.** Report of the psychology committee of the National research council. *Psychological review*, 26 : 83-149, March 1919.
Deals with the various aspects of the relations of psychology to war—examining mental qualifications of soldiers; education, etc.

AGRICULTURAL EDUCATION.

789. **Howe, Frank W.** Culture in agriculture. *School bulletin*, 45 : 146-49, March 1919.
Says that there is no enmity between culture and agriculture. Speaks of the cultural possibilities inherent in agriculture.
790. **Snedden, David.** Two important current problems of agricultural education. *School and society*, 9 : 347-51, March 22, 1919.
An address given at St. Louis, before the Agricultural section of the National society for vocational education, February 21, 1919.
Problems in project work in agricultural education.

COMMERCIAL EDUCATION.

791. **Appell, Israel and Wolfson, Arthur M.** Plan for organizing the entrants into the high school of commerce according to their attainments in scholarship, their capacities, and their aims. *School review*, 27 : 256-61, April 1919.
Plan inaugurated in the High school of commerce, New York city.
792. **Reed, James C.** A discussion of present-day problems in commercial education. *Commercial teacher*, 3 : 17-25, March 1919.
The adaptation of commercial work to the needs of the community, the organization of public commercial schools, and the training of commercial teachers.
793. **Schoen, Henri.** Une nouvelle école des chefs pour notre industrie nationale et notre commerce en France et à l'étranger. *Revue internationale de l'enseignement*, 73 : 66-73, January-February 1919.
Describes a "special school of commercial and administrative sciences" recently established at Paris.

PROFESSIONAL EDUCATION.

794. **Blumer, George.** Desirability of changing the type of written examinations. *Journal of the American medical association*, 72 : 1131-33, April 19, 1919.
Importance of specific qualities and habits of thought in medical education. Tests for graduation or licensing of physicians.
795. **Jammé, Anna C.** The California eight-hour law for women. *American journal of nursing*, 19 : 525-30, April 1919.
Shows effect of law on students in training schools for nurses in California.
796. **Lovett, Robert W.** Suggestions for improving medical education. *Boston medical and surgical journal*, 180 : 418-22, April 10, 1919.
Sums up his criticisms under three heads: (1) Lack of thoroughness in examination and diagnosis; (2) inability to think out cases logically and to base treatment on the pathological condition present; (3) lack of knowledge of fundamentals—anatomy and physiology.
797. **Munson, Edward L.** The need of medical education as revealed by the war. *Journal of the American medical association*, 72 : 1050-55, April 12, 1919.
Discusses the personnel of the Medical reserve corps; psychological tests of men for medical training camps; relations of qualifications.
798. **Singer, H. Douglas.** The need for instruction in mental hygiene in medical, law and theological schools. *Mental hygiene*, 3 : 24-32, January 1919.
Draws distinction between structural defect and functional disturbance in mental disorders.
799. **Warner, A. E.** Hospital standardization. *Journal of the American medical association*, 72 : 914-16, March 29, 1919.
Responsibilities of modern hospitals in carrying on the education of undergraduate students.

CIVIC EDUCATION.

800. **Brooks, E. C.** Respect for law and order a definite high school subject. *North Carolina education*, 13 : 6-7, 8, April 1919.
Gives some of the most important topics that the high school should develop in teaching pupils law and order.
801. **Parsons, E. Dudley.** The English teacher and patriotism. *English journal*, 8 : 154-63, March 1919.
Some ways in which the English teacher can interpret to Americans and to aliens alike the real spirit of the nation.
802. **Pattee, Fred Lewis.** Americanism through American literature. *Educational review*, 57 : 271-76, April 1919.
Advocates a chair of American literature, side by side with the chair of American history, in every college and university, to instruct and inspire students in democracy and Americanism.

AMERICANIZATION OF IMMIGRANTS.

803. **Condon, Randall J.** Education of the immigrant. *Journal of education*, 89 : 376-77, 382, April 3, 1919.
Also in *Ohio educational monthly*, 68 : 125-29, April 1919, and *School*, 30 : 309-311, April 10, 1919.
Address before the Department of superintendence of the National education association.
The story of the American house and the place it occupies in the Americanization program of Cincinnati.
804. **Crist, Raymond F.** Second year of the work of the public schools with the Bureau of naturalization. Washington, Government printing office, 1918. 47 p. 8°. (Extract from the annual report of the Commissioner of naturalization for the fiscal year ended June 30, 1917.)
At head of title-page: U. S. Department of labor. Bureau of naturalization.

805. **U. S. Department of the interior.** *America, Americanism, Americanization . . .* Washington, Government printing office, 1919. 22 p. 8°.

Contains Americanization speech of Hon. Franklin K. Lane at Hotel Astor, New York, copy of Smith-Bankhead Americanization bill, Americanization extract from annual report of Secretary Lane.

806. **Woodward, Elizabeth Ash.** *Americanization work of kindergartners.* Kindergarten and first grade, 4 : 127-29, April 1919.

The interpretation of American ideals, traditions, standards, and institutions to the foreign-born.

807. **Wyman, A. H.** *Instruction to insure Americanization of aliens.* National association of corporation schools bulletin, 6 : 13-20, January 1919.

A paper presented by A. H. Wyman of the Carnegie steel company, and a member of the Special committee on unskilled labor and Americanization, to the Pittsburgh chapter of the National association of corporation schools.

On promoting attendance in English classes.

REEDUCATION OF WAR INVALIDS.

808. *American journal of care for cripples*, vol. 8, no. 1, January 1919.

Contains: 1. J. C. Faries: Re-educating the disabled man, p. 3-10. 2. Dr. Stassen and Dr. Delvaux: Agricultural re-education at the Belgian military institute at Port-Villes, p. 21-24. 3. J. D. Robertson: Chicago's reconstruction laboratory, p. 25-29. 4. W. J. Wright: Vocational training in agriculture for disabled soldiers and sailors, p. 30-43. 5. Lavinia Mondolfo: A trade school for blinded soldiers in Italy, p. 44-48. 6. Ethel Wood: Training and its results, p. 49-52. 7. J. C. Miller: Report on the special six weeks' training course for vocational directors under the Red cross institute for crippled and disabled men and the Federal board for vocational education, p. 79-89.

809. **Levitas, Arnold.** *Training for disabled soldiers and sailors.* Educational review, 57 : 312-20, April 1919.

Work of the Government in the rehabilitation of disabled soldiers and sailors. Gives among other things a description of the occupational branches of printing.

810. *Physical and occupational re-education of the maimed*, by Jean Camus, with the collaboration of A. Nyns, Bourrillon, F. Terrien, E. Fontane, Nové-Josserand, Bouget, Boureau, P. Larue, A. de Mazières, E. Leroux, P. de Cabaussel, E. Voron, J. Nanot, P. Lindemans, Belot, Privat, H. Nepper, and C. Vallée. Authorized translation by W. F. Castle, with articles on British institutions by Sir Arthur Pearson, bart., Margaret Sale, and Dudley B. Myers. New York, William Wood and company, 1919. xi, 195 p. illus. 12°.

EDUCATION OF SOLDIERS.

811. **Gardiner, J. B. W.** *Universal training and officers.* *World's work*, 37 : 705-8, April 1919.

"How to utilize West Point, our existing military schools and colleges, and the training-camp idea to create an efficient officers' reserve corps."

812. **Maurice, Roger.** *L'éducation de la troupe.* *Mercure de France*, 131 : 577-604, February 16, 1919.

The training of the French soldier.

813. **Powell, E. Alexander.** "A. P. O. 714"; the university of the A. E. F. *Scribner's magazine*, 65 : 413-20, April 1919.

The story of the American Army schools in Langres, France, and its neighborhood.

EDUCATION OF WOMEN.

814. **Snedden, David.** *Probable economic future of American women.* *American journal of sociology*, 24 : 528-65, March 1919.

Chapter from a forthcoming book on Vocational education. The object of the article is "to indicate the considerations which underlie the making of programs of vocational education for women and girls."

NEGRO AND INDIAN EDUCATION.

815. **Holloway, William H.** Mechanic or dynamic? National note-book, 1 : 21-24, April 1919.

The attitude of the country toward cultural and higher education for the Negro.

816. **Wright, Allen H.** The Fort Yuma Indian school. Southern workman, 48 : 187-90, April 1919.

EXCEPTIONAL CHILDREN.

817. **Blakely, Paul L.** Is the children's court a failure? America, 21 : 24-26, April 12, 1919.

After mentioning some of the weaknesses of the juvenile court, the writer says that it is not a failure and that it can be made a most serviceable means of social reconstruction. It is not our duty to rail against it, but to reform it.

818. **Brooks, Robert P.** A study of the slow and over-aged child. Pedagogical seminary, 26 : 49-55, March 1919.

"The purpose of this study was (1) to discover how serious a problem this type of child was in school; (2) to better adjust the school to these unfortunates; (3) and, as far as possible, to minimize the number of misfits in the future."

819. **Specht, Louise F.** A Terman class in Public school no. 64, Manhattan. School and society, 9 : 393-98, March 29, 1919.

An experiment in selecting, grouping, and training a number of children of very superior intelligence.

820. **Thurston, Henry W.** Delinquency and spare time, a study of a few stories written into the court records of the city of Cleveland. Cleveland, O., The Survey committee of the Cleveland foundation, 1918. 189 p. 12°. ([Cleveland foundation. Publications] 27)

One of the seven sections of the report of the Recreation survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1917.

EDUCATION EXTENSION.

821. **Evans, Owen D.** The young worker and the part-time school. Manual training magazine, 20 : 275-80, April 1919.

A paper read before the Boston manual training club, March 8, 1919.

The essential facts in organizing and administering a continuation school.

822. **Leavitt, Frank M.** Launching part-time cooperative education on a large scale. Manual training magazine, 20 : 267-71, April 1919.

An address delivered January 10, 1919, at Chicago, before the annual convention of the Vocational education association of the Middle West.

The Pittsburgh plan of cooperative education, some possibilities in the plan and the advantages.

LIBRARIES AND READING.

823. **Brainerd, Jessie.** Evolution of a high school library. Public libraries, 24 : 143-45, April 1919.

By the librarian of the high school, Hackensack, N. J.

824. **Christopher, Katherine M.** Use of the library in the Julia Richman high school library. Library journal, 44 : 146-48, March 1919.

By the librarian of the Julia Richman high school, New York city.

825. **Dana, John Cotton.** Public libraries as censors. Bookman, 49 : 147-52, April 1919.

Discusses the function and duty of the public librarian as a "censor of books and reading" for his community. This function he exercises by buying some books for his library and passing over others.

826. **Wilson, L. R.** The county library: an agency to promote general reading. American city (town and county ed.) 20 : 340-42, April 1919.

General principles of county library service in the United States, and a particular account of the work in Mecklenburg, Durham, and Guilford counties of North Carolina.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

827. Advanced educational work within a government bureau; by P. G. Agnew. Washington, 1919. 7 p. (Higher educational circular no. 14, February 1919)
828. Flag exercises for the schools of the nation. Washington, 1919. 11 p.
829. List of references on educational tests and measurements. Washington, 1919. 18 p. (Library leaflet no. 2, April 1919)
830. List of references on play and playgrounds. Washington, 1919. 11 p. (Library leaflet no. 3, April 1919)
831. Statistics of state universities and state colleges for the year ended June 30, 1918. Washington, 1919. 15 p. (Bulletin, 1918, no. 51)

Advance Sheets from Biennial Survey of Education in the United States, 1916-1918.

832. Agricultural education, 1916-1918; by C. H. Lane. Washington, 1919. 40 p. (Bulletin, 1918, no. 44)
833. Commercial education; by Frank V. Thompson. Washington, 1919. 11 p. (Bulletin, 1919, no. 18)
834. Education in the territories and dependencies. Washington, 1919. 71 p. (Bulletin, 1919, no. 12)
835. Educational conditions in Spain; by Walter A. Montgomery. Washington, 1919. 28 p. (Bulletin, 1919, no. 17)
836. Educational work of the churches in 1916-1918. Washington, 1919. 53 p. (Bulletin, 1919, no. 10)
837. Engineering education, by F. L. Bishop. Washington, 1919. 8 p. (Bulletin, 1919, no. 19)
838. Home economics; by Mrs. Henrietta W. Calvin and Carrie Alberta Lyford. Washington, 1919. 38 p. (Bulletin, 1918, no. 50)
839. Instruction in art in the United States; by Walter Sargent. Washington, 1919. 31 p. (Bulletin, 1918, no. 43)
840. Kindergarten education; by Almira M. Winchester. Washington, 1919. 18 p. (Bulletin, 1918, no. 49)
841. Medical education, 1916-1918; by N. P. Colwell. Washington, 1919. 28 p. (Bulletin, 1918, no. 46)
842. Public education in the cities of the United States; by J. H. Van Sickle, John Whyte, and W. S. Deffenbaugh. Washington, 1919. 46 p. (Bulletin, 1918, no. 48)
843. Rural education; by H. W. Foght. Washington, 1919. 27 p. (Bulletin, 1919, no. 7)
844. The United States school garden army; by J. H. Francis. Washington, 1919. 6 p. (Bulletin, 1919, no. 26)
845. Vocational education; by William T. Bawden. Washington, 1919. 30 p. 8¢ (Bulletin, 1919, no. 25)

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1919, No. 42

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

JUNE, 1919



WASHINGTON
GOVERNMENT PRINTING OFFICE
1919

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Educational history and biography—Current educational conditions—Educational reconstruction—Educational theory and practice—Educational psychology—Educational tests and measurements—Special methods of instruction—Special subjects of curricula—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Vocational guidance—Vocational tests: Army personnel—School gardens—Commercial education—Professional education—Civic education—Americanization of immigrants—Military training—Education of women—Negro education—Education of blind and deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the Library of the Bureau of Education, Washington, D. C.

With this issue the record suspends publication for the summer. The next number will be dated September, 1919.

EDUCATIONAL HISTORY AND BIOGRAPHY.

846. Dobbs, A. E. Education and social movements 1700–1850. London, New York, Longmans, Green, and co., 1919. xiv, 257 p. 8°.

Part of a history of English popular education in modern times, with special reference to movements of democratic origin or tendency. Writer says that social changes have given a sanction and impetus to the demand for different forms of instruction, and that the lines on which their organization develops are profoundly affected by social tradition.

847. Jernegan, Marcus W. The educational development of the Southern colonies. School review, 27: 360–76, May 1919.

First of a series of articles dealing with education in Southern colonies. Growth of the public school system.

848. **Powers, William H.** History of education in Dakota territory. In South Dakota. Fourteenth biennial report of the superintendent of public instruction, 1916-1918. Pierre, State publishing company [1918] p. 19-35.
849. **Beisner, Edward H.** Democracy and nationalism in education; syllabus and readings for a course in history of education from the French Revolution to the present time, with an introduction by Paul Monroe. New York city, Teachers college, Columbia university [1919] 29 p. 8°. (Teachers college, Columbia university. Teachers college syllabi, no. 9)
- Also in Teachers college record, 20: 123-60, March 1919.
850. **Shaw, Albert.** A teacher and leader. American review of reviews, 59: 480-82, May 1919.
- A sketch of the life and work of the late Prof. Samuel T. Dutton.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

851. **Bryan, William Lowe.** Vocational education plus humanistic education. Indiana university alumni quarterly, 6: 133-38, April 1919.
- Also in Educator-Journal, 19: 483-87, May 1919.
- Summary of address given before the Governor's Reconstruction conference on November 26, 1918, at Indianapolis, together with some additional illustrations.
- Speaks of the proposed Department of education and Federal control of education.
852. **Ford, Guy Stanton.** The schools as they have affected government activities. American school, 5: 77-78, March 1919.
- An address delivered before the N. E. A. Department of superintendence convention, February 1919.
- The effect of the schools on government war activities.
853. **Gray, Herbert Branston.** America at school and at work. London, Nisbet & co. ltd. [1918] xx, 172 p. 12°.
- Written during the spring and summer of 1917, in the course of an educational mission of six months in the United States undertaken by the author.
854. **Hancock, Harris.** The defective scholarship of our public schools. The pernicious influence of the colleges for teachers. School and society, 9: 552-56, May 10, 1919.
- The writer says "there is no wonder that at the present time our national education, due to the agencies and guidance of these people who are preaching the new education and the easy way in the so-called teachers' colleges, is bordering on a national travesty."
855. **James, Edmund J.** A national program of education. American school, 5: 72-73, 80, March 1919.
- An address delivered before the Department of superintendence, N. E. A., February 1919.
- The president of the University of Illinois shows the need for a Federal department of education.
856. **Keyser, Cassius J.** A word about the new wisdom and its obligations. Columbia university quarterly, 21: 118-24, April 1919.
- The demand for a certain large intelligence, imagination, sympathy, understanding and independence of judgment in world affairs.
857. **Sachs, Julius.** The Gary schools. Columbia university quarterly, 21: 109-17, April 1919.
- Results of the survey made by the General education board. The Report discloses the absence of supervision in the Gary schools.
858. **Towner, Horace M.** Nation's aid to schools. Evening post magazine (New York), May 17, 1919, p. 1-2.
- Representative Towner cites conditions which have caused a widespread demand for a Federal department of education, directed by a Cabinet officer.

FOREIGN COUNTRIES.

859. **Barlow, Sir Montague and Holland, Richard.** The education act, 1918, with notes and introductory chapters explanatory of the act; and of the relation of religious bodies to the act, with notes on some leading decisions under the Act of 1902 affecting denominational schools; also a reprint of the unrepealed sections of that act. [London] National society's depository [1918] 148 p. 6°.
860. **Blakesley, John H.** The meaning and the aims of education. Nineteenth century, 85: 766-81, April 1919.
Defines the difference between education and instruction. Conditions in England described. Deplores the placing of education on a strictly utilitarian basis.
861. **Kandel, I. L.** The financial basis of English education. School and society, 9: 487-91, April 26, 1919.
The report of the Education committee to the London county council on Education after the war: government grants and educational developments.
862. **Kandel, Jessie D.** Liberal tendencies in German education. Educational review, 57: 399-412, May 1919.
A translation of a summary of Kerschensteiner's *Deutsche schulerziehung in krieg und frieden* (Leipzig, 1916).
863. **Littledale, Harold A.** The soldier in the classroom. North American review, 209: 620-26, May 1919.
Describes work of the Education training scheme to prepare the British soldier for civil life.
864. **MacDougall, J. B.** Building the north. Toronto, McClelland & Stewart [1919] 268 p. illus. 8°.
A record of educational progress in Northern Ontario, which in some respects, notably as regards the consolidated school, has distanced the earlier settled portions of the province.
865. **Sakamoto, Kiyoshi.** English education in Japan. School news and practical educator, 32: 399-404, May 1919. illus.
The third article in a series.
866. **Strength of Japanese officialdom, particularly in education.** Journal of race development, 9: 373-81, April 1919.
Says that Japan is educated according to the ideas of the ruling caste. The educational system is absolutely in the hands of the officials; the object, in the main, is to foster the patriotic cult.
867. **Thomas, Arthur A.** The education act, 1918; a handbook for the use of administrators, members of local education authorities, school managers and others interested in education, as well as for the legal profession, to which is appended the complete text of the act. London, P. S. King & son, ltd., 1919. 122 p. 12°.
868. **Thompson, J.** Intermediate education in Ireland. Journal of education and School world (London) 51: 290-92, May 1919.
Discusses the reform of intermediate education in Ireland. Based on the recent report of the Vice-regal committee on the conditions of service, etc., in Ireland.

EDUCATIONAL RECONSTRUCTION.

869. **Boyd, Paul Prentice.** Education after the war. Kentucky high school quarterly, 2: 5-19, April 1919.
The weaknesses of our schools as revealed by the war and their future lines of growth.
870. **Crouzet, Paul.** La vie pédagogique. Revue universitaire, 28: 164-72, March 1919.
Contains reviews of two recent books dealing with educational reconstruction in France.
871. **Fuess, Claude M.** After-war reflections of a teacher. Phillips bulletin (Andover, Mass.) 13: 12-17, April 1919.

872. **Goaling, Thomas W.** Educational reconstruction in the junior high school. Educational review, 57: 576-86, May 1919.

Says that the elementary school and the senior high school are so strongly enmeshed in traditionalism that they can not recognize and respond to the newer ideas in education; reconstruction must begin in the junior high school.

873. **McAndrew, William.** Americanism at its source. Literary digest, 61: 36, 113-14, 118-19, 121, May 17, 1919.

This article is based on reports received from all parts of the United States, giving information concerning changes in schools due to the war.

874. **Snedden, David.** The outlook for modern language instruction after the war. Educational administration and supervision, 5: 210-17, April 1919.

Notes of an address delivered before the New York state modern language teachers' association, March 29, 1919.

875. **Sterrett, Mary C.** How the world war has influenced the teaching of geography. School and home education, 38: 186-88, May 1919.

Presented before the Central Illinois teachers' association, April 11, 1919.

EDUCATIONAL THEORY AND PRACTICE.

876. **Barnard, H. C.** The Port-Royalists on education, extracts from the educational writings of the Port-Royalists, selected, translated and furnished with an introduction and notes. Cambridge. At the University press, 1918. 276 p. 12°.

877. **Berry, T. W.** The training of youth. London, T. Fisher Unwin, Ltd. [1919] 207 p. 12°.

Bibliography: p. 205-207.

878. **Brown, George A.** The new and the old in education. School and home education, 38: 180-84, May 1919.

Needed organization of science for the new education; humane science; and ideals and ideas in education.

879. **Burr, A. W.** The democracy of learning. Journal of education, 89: 479-82, May 1, 1919.

880. **Patri, Angelo.** Vers l'école de demain; souvenirs d'un maître d'école américain. Traduit de l'anglais par L. Herr; avec une préface de Ferdinand Buisson. Paris, Hachette et cie., 1919. viii, 248 p. front. (port.) 12°.

A French version of the author's A schoolmaster of the great city, New York, Macmillan, 1917.

EDUCATIONAL PSYCHOLOGY.

881. **Julliot, Charles Louis.** L'éducation de la mémoire. Paris, E. Flammarion, 1919. 223 p. 12°. (Bibliothèque de philosophie scientifique.)

882. **Richardson, Roy Franklin.** The psychology and pedagogy of anger. Baltimore, Warwick & York, 1918. 105 p. 12°. (Educational psychology monographs, no. 19.)

EDUCATIONAL TESTS AND MEASUREMENTS.

883. **Ashbaugh, Ernest J.** Iowa spelling scale. Iowa City, Iowa, The University, 1918. 16 p. 8°. (University of Iowa extension bulletin, first series no. 24, November 15, 1918. Bulletin no. 43)

A scale for the measurement of the spelling ability of second grade pupils.

884. ——— Organization and function of a bureau of educational research. School and society, 9: 577-84, May 17, 1919.

885. **Foot, John M.** Report on spelling in the city of Alexandria, Rapides Parish. Baton Rouge, La., 1919. 12 p. 8°. (Louisiana. State department of education. Bulletin no. 6, May 1, 1919)
886. ——— Supervision and educational measurements. *Southern school work*, 7: 385-87, April 1919.
Educational measurement in relation to supervision.
887. **Hellman, J. D.** A study in spelling. Greeley, Colo., State teachers college, 1918. 15 p. 8°. (Colorado state teachers college bulletin, ser. 18, no. 7, October 1918. Research bulletin no. 2.)
888. ——— A study in the mechanics of reading. Greeley, Colo., State teachers college, 1919. 21 p. 8°. (Colorado state teachers college bulletin, ser. 18, no. 12, March 1919. Research bulletin no. 4)
889. **Hollingworth, Leta S.** The psychological examination of poor spellers. *Teachers college record*, 20: 126-32, March 1919.
890. **Lyman, B. L.** Cooperative investigations in ninth-grade English. *School review*, 27: 325-44, May 1919.
Study based on data obtained from 59 schools in various parts of the country. Describes the "Jones test," "Ayres test," and "Noyes test."
891. **Monroe, Walter S.** A series of diagnostic tests in arithmetic. *Elementary school journal*, 19: 585-607, April 1919.
Says that "the teacher must recognize that not only do pupils of a group differ widely in ability, but also that each pupil is likely to possess each of a group of abilities in widely different degrees." Emphasizes the need which exists for a series of diagnostic tests.
892. **Renshaw, Samuel.** The abilities of pupils in Detroit prevocational classes. *Journal of educational psychology*, 10: 83-94, February 1919.
"Three hundred pupils were given the Stanford-Binet tests, the Trabue Completion tests the Kansas silent reading test, and the Starch arithmetic test. Pupils of the same age vary widely in linguistic, reading and arithmetical abilities. Only one pupil in four is receiving practical benefit in a direct way from the instruction in reading, geography, language, arithmetic, etc."
893. **Tolman, Edward Chace.** English and mathematical abilities of a group of college students. *Journal of educational psychology*, 10: 95-103, February 1919.
Eight group tests given to 70 college students. The results of the tests agreed with the statements of the students themselves as to whether they were better in English or in mathematics.
894. **Updegraff, Harlan.** Educational measurements. *Current education*, 23: 135-43, May 1919.
Reprinted from Pennsylvania. University. Bulletin, 18th series, no. 6, pt. 1, page 89.
895. **The value of measurements.** *English journal*, 8: 203-17, April 1919.
Two papers. The first by Flora E. Parker, on the Measurement of composition in English classes, is a report of a subcommittee of the High-school research department of the Detroit English Club, presented to the Club in May 1918. The second paper by S. A. Courtis on The uses of the Hillegas scale, is a reply to the first paper.

SPECIAL METHODS OF INSTRUCTION.

896. **Carson, Carl Hardin.** How to use films in the school. *Educational film magazine*, 1: 8-9, 31, May 1919.
Constructive suggestions on capitalizing the motion picture in assembly hall and classroom—facts, figures, and helpful hints for the teacher and the principal.
897. **Clark, A. Bess.** Another experiment in problem teaching. *English journal*, 8: 218-24, April 1919.
The effectiveness of the problem method in third-year high-school English work.
898. **Gerlough, L. S.** The high school history lecture. *Education*, 39: 481-90, April 1919.
Use of lantern slides in history lectures, etc.

899. Harrington, H. F. Teaching journalism in a natural setting. Educational administration and supervision, 5: 197-206, April 1919.
An application of the project method.
900. Mackie, Ransom A. History recitation socialized. Historical outlook, 10: 256-58, May 1919.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

901. Gray, William S. Reading in the elementary schools of Indianapolis. Elementary school journal, 19: 608-27, April 1919.
Fourth paper of series. Discusses the broadening of experience through extensive silent reading (fourth, fifth, and sixth grades); independent application of reading ability to all phases of school work (seventh and eighth grades); and supervision of reading.
902. Journal of the New York state teachers' association, vol. 6, no. 3, April 15, 1919. (Reading.)
Contains: 1. J. P. O'Hern: The reading problem in the public schools as affected by actual measurements, p. 81-84. 2. W. S. Gray: The work of supervisors in improving instruction in reading, p. 84-88. 3. W. S. Gray: Methods of teaching reading—first, second and third grades, p. 88-94. 4. C. E. Kellogg: The theory and underlying principles of the Gray tests, p. 94-98. 5. T. A. Zornow: The use of the Gray oral reading test in a Rochester school and some deductions from the results, p. 99-107. 6. R. A. Spencer: Silent reading in the light of the Gray tests, p. 107-15.

SPELLING.

903. Tidyman, Willard F. The teaching of spelling. Yonkers-on-Hudson, N. Y., World book company, 1919. 178 p. 12° (School efficiency monographs)

LITERATURE.

904. Baker, T. J., *pseud.* American literature in the colleges. North American review, 209: 781-85, June 1919.
Condemns the general neglect of American authors in the curricula of our universities and colleges, and the excessive attention given to minute study of foreign writers. Says that Americans must know American literature in order to know themselves.
905. Furst, Clyde. The study of literature. Educational review, 57: 361-75, May 1919.
Discusses literature from the standpoint of style.
906. Kready, Laura F. Teachers' college class IX. Fairy tale studies. Primary education, 27: 298-301, May 1919.
One of a series of 10 articles which have appeared in Primary education from September 1918 to date. Each article is a lesson to a teachers' college class upon some particular fairy tale and each article includes a fairy tale drama.

ENGLISH AND COMPOSITION.

907. Ahles, Inez M. Oral English. School bulletin, 45: 168-71, April 1919.
Read at the Elementary session of the Principals conference, Syracuse, December 27, 1918.
The importance of English to the individual, methods of vitalizing the teaching of literature, composition, and reading, and suggested course of readings of war literature.
908. Barnes, Walter. Schoolroom English. Journal of education, 89: 550-52, May 15, 1919.
Recommends the use of natural idiomatic conversational English of life rather than schoolroom English. Gives some examples of schoolroom English.
909. East high school, Minneapolis, Minn. Our speech drive. English journal, 8: 287-98, May 1919.
The general plan of English week in Minneapolis. A report made by the representatives of committees and principal.

910. **Eaton, Horace Ainsworth.** English problems after the war. English journal, 8: 306-12, May 1919.
A brief address to the English teachers' council for teachers in and near Utica, N. Y., November 16, 1918.
911. **Foerster, Norman.** Reconstructing the Ph. D. in English. Nation, 108: 747-50, May 10, 1919.
Proposes a new type of Ph. D. adapted to the humanist, alongside of the present type, which is adapted to the investigator only. A reply to this article by Lane Cooper appears in the Nation, 108: 911-13, June 7, 1919.
912. **Harria, Anna E.** The separation of composition and literature. Education, 39: 559-65, May 1919.
Says that English needs not to be separated from literature but to be connected with every subject in the high school.
913. **McNary, Sarah J.** Sex education: the opportunity of the teacher of English. English journal, 8: 242-47, April 1919.
Read at the New Jersey conference, conducted under the auspices of the U. S. Public health service and the U. S. Bureau of education at Newark, December 14, 1918.
914. **Mencken, H. L.** The American language; a preliminary inquiry into the development of English in the United States. New York, Alfred A. Knopf, 1919. x, 374 p. 8°.
Reviewed by Lawrence Gilman as "the book of the month" in the North American review, 209: 697-703, May, 1919. He calls it "a book that is almost always sound, shrewd, discerning, just."
915. **Schmidt, Austin G.** Education. The iniquitous copyright. America, 21: 81-82, April 26, 1919.
Shows how the Copyright act affects the English teacher. On account of the expense of recent literature the teacher is forced to use the older classics. Suggests an amendment to the Copyright act so that teachers may be able to get more recent literature for their classes at reasonable prices.

MODERN LANGUAGES.

916. French course of study. Modern language journal, 3: 300-324, 368-76, April, May 1919.
Second, third, and fourth years of high school French.
Written by members of the French department of the University high and elementary schools, University of Chicago.
917. **Havard, H.** L'enseignement du français dans les écoles élémentaires. Revue pédagogique, 74: 167-95, March 1919.
Compiled from the annual reports of the inspectors of the Academy of France, rendered in June 1918, which gave special attention to the teaching of French.

ANCIENT LANGUAGES.

918. **Clapp, Henry L.** The classicists and nature's law. Education, 39: 521-36, May 1919.
A plea for science teaching in elementary schools. Criticizes the classics.
919. **Dole, Nathan Haskell.** The study of the classical languages. Journal of education, 89: 535-40, May 15, 1919.
The writer thinks that Latin should be postponed until after a person has become thoroughly familiar with French, Italian or Spanish, and that it should be entirely eliminated from all the preliminary schools and also from college examinations.
920. **Florer, Warren Washburn.** The Offenburg and Freiburg resolutions, and the influence of the classics. School and society, 9: 547-52, May 10, 1919.
Read at the joint session of the Classical and Modern language conferences at Ann Arbor, Mich., March 26, 1918, the seventieth anniversary of the passing of the Freiburg resolution.

921. **Howe, Alice C.** A word to classical teachers. Bulletin of high points in the work of the high schools of New York city, 1: 17-20, April 1919.
This paper was written originally for the National security league, before the signing of the armistice.
The opportunity of the teacher of the classics to teach patriotism and citizenship.
922. **Kinnaman, J. O.** Latin in high school. School and home, 11: 12-14, April 1919.
After showing the necessity for studying Latin the writer says that its place is practically on a par with English and should not be studied as a subsidiary to English.
923. **McCrea, Nelson G.** Latin examinations as tests of intelligence. Classical journal, 14: 498-512, May 1919.

SOCIAL SUBJECTS.

924. **American historical association.** Preliminary report of the Committee on history and education for citizenship in schools. Historical outlook, 10: 273-81, May 1919.
The suggested course in history, correlated with civics, geography and reading, for the elementary schools.
925. **California state high school teachers' association.** One or two years of European history in high school. Historical outlook, 10: 282-98, May 1919.
CONTENTS.—I. A one-year course in European history, by Jane E. Harnett, p. 282-88.—II. Report of the subcommittee of the European history commission for the Peninsula district, p. 288-93.—III. Resolutions adopted by the Bay section, p. 293.—IV. Final report of the Commission appointed in 1917 to recommend a one-year course in European history.
926. **Hunt, Rockwell D.** Economics in the high school. Sierra educational news, 15: 239-42, May 1919.

GEOGRAPHY.

927. **Geographical association, Great Britain.** Geography in education, by members of the Geographical association, being a report of the results of discussions held during the short course in geography for secondary teachers, organized for the Board of education at the University college of Wales, Aberystwyth. London, George Philip & son, Limited, [etc., etc.] 1919. 45 p. 8°.

MATHEMATICS.

928. **Massachusetts teachers' federation.** Committee on curriculum. Report of the Committee on curriculum. Mathematics in the elementary school and the junior high school. Common ground, 1: 7-15, April 1919.
929. **Smith, David Eugene.** Number stories of long ago. Boston, New York [etc.] Ginn and company [1919] vii, 136 p. illus., plates. 12°.
The story of our numbers, of the world's attempts to count, of the many experiments in writing numerals, and of the difficulties encountered through the ages in performing our everyday computations—all written interestingly in nontechnical language for supplementary reading in the elementary school.

SCIENCE.

930. **Caldwell, Otis.** The Gary public schools. Science teaching. New York city, General education board, 1919. 125 p. plates, tables. 12°.
One of eight volumes of the Gary school survey made by the General education board.
931. **Miller, C. F.** A survey of the general science situation in Illinois. School science and mathematics, 19: 398-406, May 1919.
Read before the Central association of science and mathematics teachers, Chicago, November 30, 1918.
932. **Pool, Raymond J.** About high school and college botany. School science and mathematics, 19: 487-500, June 1919.
933. **Shreves, Rolland M.** The aim of science. Education, 39: 566-72, May 1919.
Discusses the distinction between science and philosophy; and shows the importance of both in a well-rounded curriculum.

MUSIC.

934. **Music teachers' national association.** Studies in musical education, history and aesthetics. Thirteenth series. Papers and proceedings . . . fortieth annual meeting, St. Louis, December 30, 1918-January 1, 1919. Hartford-Conn., Pub. by the Association, 1919. 351 p. 8°. (William Benbow, secretary, 825 Elmwood avenue, Buffalo, N. Y.)

Contains: 1. Mrs. D. A. Campbell: The new citizen's work for music, p. 78-83. 2. Max Schoen: How may the musical needs of the rural community be met? p. 84-90. 3. D. A. Clippinger: Principles and problems of voice training, p. 115-20. 4. J. O. Wilcox: What the voice teacher must know, p. 120-35. 5. George Dickinson: A review of materials and methods in teaching music appreciation in the college, p. 190-203. 6. Osbourne McConathy: Teaching music theory in the public schools, p. 224-28. 7. M. Teresa Finn: Music theory in the grades, p. 229-32. 8. Mrs. J. T. Sleeper: Theory in the high school, p. 233-40. 9. J. E. Frampton: Harmony in the normal school, p. 241-47. 10. C. G. Hamilton: Nature and purpose of the school credit piano course, p. 284-90. 11. M. L. Swarthout: A consideration of the progressive series of piano lessons, p. 291-99.

935. **Myers, S. S.** Music in education. *Southern school journal*, 30: 6-9, April 1919.

The value of music in religious, social, industrial and commercial life and its value as a moral force in education.

936. **Schoen, Max.** Some notes on a scientific basis for music education. *Education*, 39: 491-504, April 1919.

Gives a scheme of musical appreciation based on stages of development, also outline of a course in musical education formulated on stages of development.

937. **Shields, Thomas Edward.** The function of music in character formation. *Catholic educational review*, 17: 289-95, May 1919.

The value of music in the primary grades.

ELOCUTION.

938. **Malloy, Jeanette I.** Speech improvement and the correction of speech defects in the New York schools. *Ungraded*, 4: 167-71, April 1919.

939. **Wood, Charlotte Robertson.** High school dramatics. *Illinois association of teachers of English bulletin*, 11: 1-16, May 1, 1919.

KINDERGARTEN AND PRIMARY SCHOOL.

940. **Bagley, W. C.** The things that count. *Kindergarten and first grade*, 4: 169-71, May 1919.

Address given at the Kindergarten session of the Department of superintendence, N. E. A. Chicago, 1919.

The particular problem of the kindergarten is to inculcate basic morality and unfailing courtesy in the child.

941. **Drummond, Margaret.** Nursery schools. *Contemporary review*, 115: 451-60, April 1919.

A discussion of the kindergarten. Emphasizes the psychologic aspects of kindergarten education.

942. **Kilpatrick, William Heard, and others.** Horace Mann studies in primary education. *Teachers college record*, 20: 97-125, March 1919.

CONTENTS.—Introduction.—The theories underlying the experiment, by W. H. Kilpatrick, p. 99-106.—Specimen activities of the first grade, by Florence McVey Meadowcroft, p. 106-18.—First grade materials and stimuli, by Agnes Burke, p. 118-25.

Sets forth the underlying principles and describes certain experimentation in primary education that was begun in the Horace Mann school in 1916.

943. **Reed, Ivy Kellerman.** The three R's at four years old. *Atlantic monthly*, 123: 664-68, May 1919.

Story of the training of little Erik, the writer's son.

RURAL EDUCATION:

944. **Hanson, C. C.** The need of Federal aid in the improvement of public education, especially as concerns country schools and country life. 13 p. 8°.

A paper prepared and read before the National conference on rural education and country life called by the United States Commissioner of education, at Oklahoma City, May 1-3, inclusive, 1919.

SECONDARY EDUCATION.

945. **Armentrout, W. D.** The theory of the junior high school. *Education*, 39: 537-41, May 1919.

• Discusses the difficulties confronting the junior high school.

946. **Bennett, G. Vernon.** The junior high school. Baltimore, Warwick & York, inc., 1919. 224 p. 12°.

Bibliography: p. 208-20.

CONTENTS.—I. The problems and the solution.—II. History of the movement.—III. Objections to junior high school answered.—IV. Effect of the junior high school movement upon the elementary grades.—V-VI. Courses of study.—VII. Principal and teachers.—VIII. Teaching in junior high schools.—IX. Administration of the junior high school.—X. Relation to senior high and junior college.—XI. An ideal junior high school.—Appendix: Junior high school courses of study.—Bibliography.

A guide for the study of the junior high school movement, full of suggestions, of arguments, and of enthusiastic hopes.

947. **Buffalo. University.** Intermediate schools. Buffalo, The University of Buffalo, 1919. 16 p. 12°. (University of Buffalo bulletin, vol. 7, no. 2, April 1919)

Contains: 1. E. C. Hartwell: The Buffalo plan, p. 5-13. 2. W. H. Pillsbury: The preparation of teachers for the intermediate schools, p. 13-16.

948. **Connecticut. State board of education.** Holding power of Connecticut high schools. Hartford, Conn., State board of education, 1919. 39 p. 8°. (High school bulletin 5, series 1918-1919)

Elimination of pupils in the high school and factors contributing to it.

949. **Cox, Philip W. L.** The Ben Blewett junior high school: An experiment in democracy. *School review*, 27: 345-59, May 1919.

A cooperative experiment in school administration wherein teachers and pupils are encouraged "to feel definite responsibility for developing their school."

950. **Hough, W. B.** Advantages of the double-six organization. *School review*, 27: 377-84, May 1919.

Reorganization of the upper six grades in Oakland city, Ind. Says that the six-six organization has many advantages over other types of organizations for the small or medium sized community.

951. **Lewis, Ervin E.** Survey of the high schools of Des Moines. Iowa City, The University, 1918. 64 p. 8°. (University of Iowa bulletin, first series no. 18, July 1, 1918. Extension division bulletin no. 37)

952. **Marsh, J. F.** A new course of studies for high schools. *West Virginia school journal and educator*, 48: 29-30, May 1919.

Outline of courses of study for the junior and senior high schools of West Virginia.

953. **Palmer, Jasper T.** The individual in the junior high school. *Journal of education*, 89: 429-31, April 17, 1919.

954. **Snedden, David.** Cardinal principles of education. *School and society*, 9: 517-27, May 3, 1919.

Based on the report of the Commission on the reorganization of secondary education entitled "Cardinal principles of secondary education." Subjects to examination and criticism the cardinal principles.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

955. **National education association.** Journal of proceedings of the fifty-sixth annual meeting . . . Pittsburgh, Pa., June 29-July 6, 1918. Journal of the National education association, 3: 421-89, March 1919.
This number contains the report of the Committee on teachers' salaries, tenure, and pensions, also published as a separate pamphlet.
956. **Bagley, W. C.** The status of the critic teacher. American school, 5: 42-43, 54, February 1919.
Read before the Normal department, National education association, February 25, 1919.
957. **Barber, Floyd R.** Standards by which school boards may judge applicants. Education, 39: 553-58, May 1919.
Gives an outline of standards by which applications for positions as teachers may be judged, summarized under the following heads: (1) Education; (2) Experience; (3) Health; (4) Character.
958. **Blodgett, Frederick H.** College training for teachers of agriculture. School and society, 9: 493-500, April 26, 1919.
Gives an outline of a four-year college course in agriculture for teachers.
959. **Chancellor, William E.** Health control for teachers—V. What is worry? Ohio teacher, 39: 318-20, April 1919.
The fifth paper in a series of articles which will be published soon in book form.
960. **Claxton, Philander Priestley.** Slight chance for educational progress without better salaries. School life, 2: 11, April 16, 1919.
A program of education urged by Commissioner Claxton in a letter to Miss Charlotte Rumbold, assistant secretary of the Cleveland Chamber of Commerce, written in response to a request for views on salaries and other problems. Thinks that teachers' salaries must be doubled and probably trebled—advocates less machinery and more freedom.
961. A code of ethics for the teaching profession. School and society, 9: 599-601, May 17, 1919.
Prepared by a committee of school men under the auspices of the University of Pennsylvania, April, 1919.
962. **Cortright, E. Everitt.** The teacher's job. American education, 22: 397-99, May 1919.
The personality and qualifications which should be possessed by a teacher.
963. **Donahey, A. V.** Who is robbing Ohio teachers? Ohio teacher, 39: 321-23, April 1919.
Says in conclusion that it is necessary to abandon legislative absurdities and the caprice of theorists and put an end to the constant additions of the fads and fancies of modern education. A plan must be devised that will insure a larger share of school revenue to the teachers and a smaller proportion for architectural display.
964. **Lull, H. G.** Preparation of high school teachers in degree-granting normal schools. Educational administration and supervision, 5: 184-88, April 1919.
Discussion of some of the problems connected with training high school teachers in degree-granting normal schools.
965. **Neill, Nellie D.** The rural teacher and the school board. Normal instructor and primary plans, 28: 62, 63, June 1919.
Some suggestions for rural teachers on their relationships with the school board. The necessity for cooperation.
966. **New Jersey. Pension and retirement fund commission.** Reorganization of New Jersey teachers' pension and retirement systems. Report . . . January 1919. [Newark, N. J., Bureau of state research, 1919] 24 p. 8°. (New Jersey. Chamber of commerce. Bureau of state research. Consecutive no. 13, 1919)

967. Ohio educational monthly, 68: 164-65, May 1919: (Ohio state teachers' retirement system)

Contains: 1. The Ohio state teachers' retirement system law, p. 164-76. 2. T. H. Winters: The evolution of the new retirement system, p. 176-82. 3. W. W. McIntire: A summary of the bill providing for a state teachers' retirement system, p. 182-86.

968. Bugh, C. E. Self-improvement of teachers, used in connection with directed teaching; education 201, education 223. Berkeley, University of California press, 1919. 60 p. 12°. (California. University. University high school bulletin no. 2)

969. Stroebe, Lillian L. The background of the modern language teacher. Education, 39: 573-79, May 1919.

Says that teachers must have access to the original sources of information and they must not study their subject from compilations in the English language.

970. Sutton, C. W. Shortage of teachers and teacher's salaries. American school, 5: 44, 51, February 1919.

Read before the National association of directors of educational research, Chicago, February 27, 1919.

971. U. S. Federal board for vocational education. Teaching as a vocation . . . Washington, Government printing office, 1919. 14 p. 8°. (Opportunity monograph. Vocational rehabilitation series no. 22.)

For disabled soldiers, sailors, and marines to aid them in choosing a vocation.

Issued in cooperation with the Office of the surgeon general, War department, and Bureau of medicine and surgery, Navy department.

HIGHER EDUCATION.

972. Association of American colleges. Addresses at fifth annual meeting [Chicago, Ill., January 1919] Association of American colleges bulletin, vol. 5, no. 3, April 1919.

Contains: 1. The colleges and our national ideals [by] E. J. James, p. 2-7; [by] W. A. Shanklin, p. 7-12; [by] C. W. Flint, p. 12-19; [by] S. A. Lough, p. 19-23; [by] J. C. White, p. 23-26; [by] W. H. Crawford, p. 26-29; [by] H. S. Pritchett, p. 29-34. 2. G. C. Nimmons: The need of architectural instruction in American colleges, p. 35-49. 3. Trevor Arnett: College financial statements, p. 50-68. 4. H. S. Pritchett: Insurance and annuities for college teachers, p. 69-85. 5. J. C. Dinsmore: Co-operative purchasing, p. 86-89. 6. I. C. A. Duriway: In what ways can the relations between colleges and universities be strengthened? p. 90-102. 7. E. B. Greene: Co-operation between colleges and secondary schools in promoting education for citizenship, p. 103-11. 8. J. H. MacCracken: Federal leadership in education, p. 112-22. 9. The colleges and international relations [by] J. A. Blaisdell, p. 123-31; [by] Fernand Baldensperger, p. 131-40. 10. Mlle. M. Maréchal: The relation between French "Enseignement secondaire" and American colleges, p. 141-43. 11. P. R. Kolbe: The colleges in the war and after, p. 144-57. 12. F. J. Morrow: Military training in the colleges, p. 158-60.

973. ——— Official records of fifth annual meeting . . . Chicago, Ill., January 9-11, 1919. Association of American colleges bulletin, 5: 1-46, March 1919. (Raymond M. Hughes, secretary, Miami university, Oxford, Ohio.)

Contains a report on academic credit for war service, international reciprocity, cooperative publicity, etc.

974. The Carnegie foundation for the advancement of teaching . . . [Concord, N. H., The Rumford press] 1919. 38 p. 8°.

Reprinted from a handbook of the public benefactions of Andrew Carnegie.

The organization and administration, studies in education, the reorganization of the pension system, etc. The pamphlet is reviewed by Joseph Jastrow, under the title of A complacent foundation, in the Nation, 108:362-64, May 31, 1919.

975. National conference committee on standards of colleges and secondary schools. Minutes of the twelfth conference . . . held at New York, March 24, 1919. 12 p. 8°.

Appendix: Academic credit for national service, p. 6-12.

976. **North central association of colleges and secondary schools.** Directory standards, statistical analysis and list of accredited schools . . . also the special study respecting the effect of the war on secondary schools in North central association territory. 1919. [47] p. 8°.

Gives interesting statistics concerning curricular changes, pupil elections, war organisations, teacher conditions, length of term, and buildings and equipments as affected by the war.

977. **Arthur, J. C.** Research as a university function. *Science*, 49: 387-91, April 25, 1919.

Remarks on a survey of the research work in Purdue university.

978. **Brown, Elmer Ellsworth.** Shall the long college vacation be abolished? *North American review*, 209: 815-19, June 1919.

In this article, Chancellor Brown reviews the considerations that move American educators to contemplate dispensing permanently with the long summer vacation, and also the arguments against such action. Whatever decision is reached on this point, he believes the stimulus of the war will result in a more thrifty use of institutions for higher education.

979. **Chapman, J. Crosby.** The selective process in English and American higher education. *Education*, 39: 542-52, May 1919.

Says that while England has much "to learn from us with regard to the democratisation of education, some of her methods are of interest to those concerned with the university education of this country, for it is on the university proper that American scholarship and scientific progress must depend."

980. **Hughes, W. H.** Junior college development. *Educational administration and supervision*, 5: 189-96, April 1919.

Types of junior college, factors in the movement, traditional influences, changing conceptions, problems and general principles, the faculty, equipment and financial support, and advantages claimed.

981. **Kolbe, Parke Rexford.** The colleges in war time and after; a contemporary account of the effect of the war upon higher education in America; with an introduction by Philander P. Claxton. New York, D. Appleton and company, 1919. xx, 320 p. illus. 12°. (Problems of war and of reconstruction)

982. **McVey, Frank L.** Research as a university function. *Kentucky high school quarterly*, 5: 1-4, April 1919.

Delivered before the Lexington section of the American chemical society, January 29, 1919.

983. **Neilson, W. A.** The Smith college experiment in training for psychiatric social work. *Mental hygiene*, 3: 59-64, January 1919.

984. **Patterson, David L.** Growth of democracy in university and college administration. *Graduate magazine of the University of Kansas*, 14: 195-201, April 1919.

Speaks of some of the democratic tendencies in college administration in schools throughout the country, and of the development of democracy in the University of Kansas.

985. **Van Dyke, Paul.** The college man in action. *Scribner's magazine*, 65: 560-63, May 1919.

Services of college men as soldiers in the great war.

SCHOOL ADMINISTRATION.

986. **Avery, Lewis B.** State-printed textbooks in California. *Elementary school journal*, 19: 628-33, April 1919.

987. **Blakely, Paul L.** Senator Smith's Prussian school. *America*, 21: 134-35, May 10, 1919.

Governmental control and the Smith bill for a Department of education.

988. **Paulus, G. M.** How shall we improve the schools? Freedom in the school-room? *Popular educator*, 36: 494-96, May 1919.

Criticises supervision in the schools, showing the effect of excessive supervision and wrong methods of supervision on teachers, on children, on instruction and on the school as a whole.

989. **Weet, Herbert S.** The necessity and difficulties of supervision in a city school system. *Ungraded*, 4: 155-60, April 1919.

SCHOOL MANAGEMENT.

990. **Cooper, Homer E.** Another study of retardation. Educational administration and supervision, 5: 177-83, April 1919.
The results of an investigation showing that students who are graduated from four year high schools in less than four years are more promising for college than those requiring four or more years.
991. **Cooper, Starr G.** Teaching students how to study. Educational review 57: 387-98, May 1919.
Says it is a waste of time to teach high school students a science of study, as they know but little of psychology and logic.
992. **Hickle, Carey.** Supervised study and individual opportunity. Porto Rico school review, 3: 25-35, May 1919.
Discusses methods of promotion and suggests a plan of individual advancement.
993. **Kane, Pa. Board of education.** [Pamphlets on different phases of school work] Kane, Pa., Board of education, 1918-1919. 3 v. 8°.
H. O. Dietrick, superintendent.
1. A comparative study of child progress, 4 p.—2. Do you hear the children crying, 5 p.—3. Measurements, general or specific? 4 p.
994. **O'Neil, W. Jerold.** Attitude, atmosphere and artistry. Popular educator, 36: 486-87, 532, 534, May 1919.
The attitude of the teacher, atmosphere and artistry of the schoolroom and the effect of these three "A's" on the uplift of schoolroom work.
995. **Turner, Kate E.** The question of home work. Bulletin of high points in the work of the high schools of New York city, 1: 4-6, April 1919.
Does not approve of home study for high school pupils. Says that home work as imposed to-day upon the average pupil is a contributory cause toward the lack of time to socialize the family.
996. **Wheeler, Benjamin Ide.** Commencement address. University of California chronicle, 21: 114-20, April 1919.
Delivered at the fifty-fifth commencement, May 15, 1918.
Student government at the University of California.

SCHOOL ARCHITECTURE.

997. **Ashbaugh, Ernest J.** Survey of the school buildings of Muscatine. Iowa City, Iowa, The University, 1918. 40 p. 8°. (University of Iowa bulletin, first series, no. 22, September 1, 1918. Extension division bulletin no. 41)
998. **Calloway, Clinton J.** Cooperative school building. Southern workman, 48: 236-41, May 1919.
Rural schoolhouses for colored people in Alabama, Georgia and other Southern States, built on the cooperative plan.

SCHOOL HYGIENE AND SANITATION.

999. **Deardorff, Neva E.** For the children of two continents. An account of the International conference on child welfare standards. Survey, 42: 269-72, 294, May 17, 1919.
Gives tentative standards for public protection of health of school child adopted by the conference.
1000. **Holt, L. Emmett.** Democracy for children. Good housekeeping, 68: 21-22, 146-49, May 1919.
Says our democracy means a fair start in the race of life for every American child with good health as a foundation. One out of every three school children is suffering from some remediable defect, and four million of them demand immediate attention. There must exist no avoidable malnutrition among the children of this great country.
1001. **Thomason, John F.** The teaching of hygiene in the public schools. Rock Hill, S. C., Winthrop normal and industrial college, 1918. 56 p. 8°. (Bulletin of the Winthrop normal and industrial college, vol. 12, no. 2, December 1918)
The present status of hygienic instruction, aims, suggestions for the improvement of instruction in hygiene, etc.

PHYSICAL TRAINING.

1002. **Society of directors of physical education in colleges.** Papers from the 22d annual meeting, New York City, December 28, 1918. American physical education review, 24: 187-212, April 1919.

Contains: 1. C. W. Savage: Lessons from the war for physical education in colleges, p. 188-90. 2. J. L. Griffith: The value of athletics as part of military training, p. 191-95. 3. T. A. Storey: Universal physical education—a state and a national obligation, p. 195-98. 4. James Naismith: Universal military training, p. 200-204. 5. S. A. McComber: American sports in France, p. 205-12.

1003. **Hall, George A.** Maintaining physical standards for children entering industry. Ungraded, 4: 131-35, 161-66, March, April 1919.

Paper read before the fourteenth annual conference of the National child labor committee, New York city, December 7, 1918.

1004. **Hilderbrant, Edith L.** The historical aspect of physical education. Mind and body, 26: 49-55, April 1919.

1005. **Kleeberger, F. L.** Inter-collegiate athletics in relation to physical training. School and society, 9: 570-74, May 10, 1919.

I. Inter-collegiate or inter-school athletics.—II. Developmental athletics.—III. Recreative athletics.—IV. Intramural, intra-collegiate or secondary athletics.

SOCIAL ASPECTS OF EDUCATION.

1006. **Playground and recreation association of America.** Year book [1918] New York city, Playground and recreation association of America, [1919] 45 p. 8°. (No. 172)

Contains officers of recreation commissions and associations and statistics of recreation centers for 1918.

1007. **Mecklin, John M.** Some limitations of the social emphasis in education. School and society, 9: 584-91, May 17, 1919.

1008. **Studebaker, J. W.** The peace program of the junior Red cross. Current education, 23: 147-51, May 1919.

1009. **U. S. Bureau of labor statistics.** Welfare work for employees in industrial establishments in the United States. Washington, Government printing office, 1919. 139 p. plates. 8°. (Bulletin of the United States Bureau of labor statistics, no. 250. Miscellaneous series)

Chapter VII.—Education: p. 94-99.

CHILD WELFARE.

1010. **Bascom, Elva L. and Mendenhall, Dorothy Reed, comp.** Child welfare. Selected list of books and pamphlets. Chicago, American medical association [1919?] 40 p. 8°.

A revision of a bibliography first published by the Wisconsin library commission in 1916.

1011. **U. S. Children's bureau.** The state and child labor. Lists of states with certain restrictions as to ages and hours. Washington, Government printing office, 1919. 46 p. 8°. (Children's year leaflet no. 13, Bureau publication no. 58)

Lists on pages 26-38 the state laws on compulsory school attendance.

RELIGIOUS EDUCATION.

1012. **Carnoy, Albert J.** The record of a Catholic university. Catholic world, 109: 176-85, May 1919.

Describes work of Louvain university, Belgium; cites history of the institution; and urges closer bonds of friendship between Louvain and Catholic colleges in this country.

1013. **Christian education, vol. 2, no. 11, March 1919.**

The 1919 year book of the Council of church boards of education in the United States of America, 48 p.

Contains the reports of the secretaries of the various church boards of education.

1014. **Coe, George A.** A scheme for helpful observation work in Sunday schools. Religious education, 14: 95-103, April 1919.
I. The Sunday school in session.—II. Organization and management.
1015. **Hartman, Louis O.** A tragedy in religious education. Sunday school journal, 51: 269-71, May 1919.
Observations on the state system of religious training in Germany.
1016. **Johnson, George.** Christian education and Presbyterian tradition. 36 p. 8°.
Reprinted from the Princeton theological review, vol. 17, no. 1, January 1919.

MANUAL AND VOCATIONAL TRAINING.

1017. **Bennett, Charles A.** Proposed plan for a school of trades for the city of Rio de Janeiro, Brazil. Peoria, Ill. The Manual arts press, 1918. 56 p. 8°.
1018. **Cary, C. P.** An extemporaneous address on the Smith-Hughes law. Wisconsin journal of education, 51: 109-11, April 1919.
Address before the National society for vocational education, St. Louis, Mo., February 23, 1919.
Speaks particularly of the question of control of vocational education. Shows condition in Wisconsin.
1019. **Elliff, J. D.** Vocational education. Bulletin Missouri state teachers' association, 5: 24, 26, 28, 30, 32, 34, January 1919.
The meaning of vocational education and a brief explanation of the Smith-Hughes act and the Missouri law and plans.
1020. **Foulkes, Thomas Robert and Diamond, Thomas.** A study of some practical values of public school manual training in thirty-six cities of Wisconsin. Manual training magazine, 20: 305-9, May 1919.
"This is the first of a series of five articles which present the results of an investigation made primarily for the purpose of establishing a fact basis upon which to build a course of study in manual training for the state of Wisconsin."
1021. **Sowers, J. I.** The problem of vocational education. Teacher's journal, 18: 428-32, May 1919.
Discusses some problems to be met in establishing vocational courses in any community.
1022. **Winslow, Leon L.** Industrializing our art work. School-arts magazine, 18: 492-98, May 1919.
Concrete suggestions for the introduction of industrial or applied arts into the school curriculum.

VOCATIONAL GUIDANCE.

1023. **Hill, David S.** The psychology of democracy in public education. Scientific monthly, 8: 442-55, May 1919.
Outlines a plan whereby democracy, including industrial intelligence, may be sought in the schools. Presents an interesting classification of human types.
1024. **Humphrey, Mrs. Jo Walker.** Vocational guidance in public schools. Rural school messenger, 8: 97-102, March 1919.
Discusses four plans for making vocational guidance a part of the work of the public school.

VOCATIONAL TESTS: ARMY PERSONNEL.

1025. **Dodge, Raymond.** Mental engineering during the war. American review of reviews, 59: 504-8, May 1919.
Psychologists' plans for war service. Testing the intelligence of recruits.
1026. **Hill, David Spence.** Results of intelligence tests at the University of Illinois School and society, 9: 542-45, May 3, 1919.
The army intelligence tests given to students at the University of Illinois.

1027. **Van Wagenen, M. J.** Our schools as measured by the army tests. Educational administration and supervision, 5: 163-76, April 1919.
1028. **Yoakum, C. S.** Plan for a personnel bureau in educational institutions. School and society, 9: 556-59, May 10, 1919.
How the army experience in personnel work can be duplicated in our educational institutions. Gives a general outline of a plan for a personnel bureau and the functions of such a bureau.

SCHOOL GARDENS.

1029. **Cassidy, M. A.** The home school garden as an organic part of the school system. American school, 5: 45-46, February 1919.
Read before the School garden association of America, Chicago, February 24, 1919.
Shows the value of home-school gardens.

COMMERCIAL EDUCATION.

1030. **Carkin, Seth B.** Brief report on commercial part-time classes. Vocational summary, 1: 10-11, April 1919.

PROFESSIONAL EDUCATION.

1031. **American medical association. Council on medical education.** [Report of the fifteenth annual conference, Chicago, Ill., March 3, 1919] American medical association bulletin, 13: 181-268, January 15, 1919.
Contains: 1. J. M. Dodson: Remarks on medical education, p. 188-91. 2. N. P. Colwell: Recent progress and further needs in medical education, p. 191-203. 3. E. L. Munson: The needs of medical education as revealed by the war, p. 204-13. 4. F. C. Waite: The medical enlisted reserve corps and its relation to medical students, p. 214-25. 5. H. D. Arnold: The desirability of units of the Reserve officers' training corps in medical schools, p. 226-32. 6. H. D. Arnold: The student army training corps and its relation to medical education, p. 233-35; Discussion, p. 235-41. 7. A. R. Warner: Hospital standardization with special reference to medical educational work in hospitals, p. 242-46; Discussion, p. 247-60.
1032. **National association of dental faculties.** Proceedings . . . thirty-fifth annual meeting, held at Chicago, Ill., August 2-3, 1918. 101 p. 8°. (C. C. Allen, secretary, Kansas City, Mo.)
1033. **National society for the study of education.** Discussion of report of Committee no. 15 on methods and details of teaching structural design. Engineering education, 9: 317-59, April 1919.
Discussion, by C. E. Fowler, p. 317-22; J. A. L. Waddell, p. 322-34; H. P. Gillette, p. 334-40; Gustav Lindenthal, p. 340-42; O. H. Basquin, p. 342-44; S. C. Hollister, p. 344-50; and Edward Godfrey, p. 350-59.
1034. **Society for the promotion of engineering education.** Proceedings of the twenty-sixth annual meeting held at Northwestern university, Evanston, Ill., June 26-29, 1918. Pittsburgh, Pa., Office of the Secretary, 1918. 265 p. 8°. (F. L. Bishop, secretary, Pittsburgh, Pa.)
Contains: 1. M. S. Ketohum: Essentials in engineering education, p. 20-31. 2. J. R. Angell: Some phases of the work of the War department, Committee on education and special training, p. 32-35; Discussion, p. 35-40. 3. V. Karapetoff: Some present-day problems in engineering education, p. 41-46. 4. J. C. Nagle: War training activities at the agricultural and mechanical college of Texas, p. 63-77. 5. C. R. Jones: War activities at the West Virginia university, p. 78-81. 6. S. P. Capen: The Bureau of education and the war, p. 86-95. 7. C. R. Dooley: Operation of the Committee on education and special training, p. 96-102. 8. C. R. Mann: Report of the joint committee on engineering education, p. 126-42; Discussion, p. 142-57; Discussion of the Student army training corps, p. 157-76. 9. H. W. King: Engineering degrees in Latin-American republics, p. 186-99; Discussion, p. 189-201. 10. Report of Committee no. 12, English, p. 205-10; Discussion, p. 210-17. 11. A. H. Fuller: Report of Committee no. 15, Committee on civil engineering, p. 224-26. 12. H. J. Burt: The objects of the structural courses, p. 227-29. 13. C. T. Morris: Subject matter, p. 229-33. 14. J. H. Smith: Training of instructors in structural engineering, p. 234-36. 15. J. T. Falg: Report of the Committee on standardization of technical nomenclature, p. 243-51; Discussion, p. 252-54.

1035. **Aikens, Charlotte A.** Training school methods for institutional nurses. Philadelphia and London, W. B. Saunders company, 1919. 337 p. 8°.
1036. **Gray, Alexander.** Electrical engineering as taught in American colleges. Engineering education, 9: 288-304, April 1919.
Reprinted from The Electrician, London, vol. 81, no. 30.
Entrance requirements, methods of instruction, etc.
1037. **Whitney, W. B.** American engineering research. 1918. p. 115-27.
Reprint from the February, 1919, Proceedings of the American Institute of electrical engineers
of an address delivered at its 343d meeting, Philadelphia, Pa., December 13, 1918.
Plans and suggestions for developing engineering research in the United States.

CIVIC EDUCATION.

1038. **Aurner, Clarence Ray.** Historical survey of civic instruction and training for citizenship in Iowa. Iowa journal of history and politics, 17: 135-222, April 1919.
1039. **Broadhurst, Jean and Rhodes, Clara Lawton, comp.** Verse for patriots, to encourage good citizenship. Philadelphia and London, J. B. Lippincott company [1919] xi, 367 p. plates. 12°.
A fine volume of poetry offering an ideal aid to the teaching of patriotism in the schools.
1040. **Cooper, Frank B.** Sanity in Seattle. American teacher, 8: 77-80, April 1919.
Replies to a questionnaire sent to high school teachers of Seattle to ascertain the practices relative to instruction in history, civics, and economics, and the extent and manner of allowing discussion of current events in the high schools.
1041. **Hyde, Dorsey W., jr.** New York's new emphasis on civic training. American city, 20: 444-46, May 1919.
1042. **Leighton, Etta V.** Our little citizens. Primary education, 27: 281-82, May 1919.
Suggestions for teaching citizenship—fighting bolshevism, school gardens and spring clean-up work, talks against truancy, etc.
1043. **Leo, Brother.** Teaching patriotism through literature. Catholic school journal, 19: 59-60, May 1919.
Some comments suggested by Bulletin 1918, no. 32 of the Bureau of education on "Teaching American ideals through literature."
1044. **Reed, Nellie.** Teaching civics without a textbook. Bulletin of high points in the work of the high schools of New York city, 1: 24-26, April 1919.
Read at a meeting of civics teachers, held March 6, 1919, in the board rooms of the Department of education of New York city.
Community civics.
1045. **U. S. Treasury department.** War Loan organization. Savings division. Ten lessons in thrift. 2d ed. Washington, 1919. 19 p. 8°.
Reading list of books on thrift and savings: p. 17-19.
Prepared with the cooperation of the social and industrial conditions department of the General federation of women's clubs.

AMERICANIZATION OF IMMIGRANTS.

1046. **Lane, Franklin K.** Secretary Lane's speech before governors' conference. Explanation of Smith-Bankhead bill to chief executives of many states. Americanization, 1: 7, May 1, 1919.
Americanization and the teaching of English to foreigners—the Smith-Bankhead bill for the abolition of illiteracy.
1047. **Massachusetts.** Department of university extension. The problem of immigrant education in Massachusetts. Boston, Mass., 1919. 14p. 8°.
(Massachusetts. Board of education. Bulletin, vol. 4, no. 4, July 1919.)

1048. **Steiner, Edward A.** Americanizing New York. American review of reviews, 59 : 517-20, May 1919.
Progress accomplished by the various agencies for Americanisation of foreign residents in New York city.

MILITARY TRAINING.

1049. **Dooley, C. R.** Army vocational training. Engineering education, 9: 263-77, March 1919. illus.
The experiment in vocational training conducted by the Committee on education and special training of the War department.
1050. **Goaling, Thomas Warrington.** Military training in high schools. Journal of education, 89: 524-25, May 8, 1919.
Arguments against compulsory military training for high school boys.
1051. Report of the New York state reconstruction commission on military training. Scouting, 7: 5-7, May 1, 1919.
Results of an inquiry into the operation of the New York state military training law.
1052. **U. S. War department. Committee on education and special training.** Final report of the National army training detachments later known as Vocational section S. A. T. C. Washington, War department, Committee on education and special training, 1919. 179 p. illus. 4°.
CONTENTS.—Introduction.—Part I. General operating plan.—Part II. The schools in action.—Part III. Administration.—Part IV. Special supervision.—Part V. General summary.
1053. **Walters, Raymond.** A study of rating grades of graduates of the Field artillery central officers' training school. School and society, 9: 512-16, April 26, 1919.
Facts in regard to the students of the Officers' training school at Camp Zachary Taylor, Louisville, Ky.

EDUCATION OF WOMEN.

1054. **Lawrence, Lucy.** The girl and her vocation. Teacher's journal, 18: 436-40, May 1919.
The preparation of a girl for her two vocations—her real vocation, which is homemaking, and a gainful occupation for the period before she enters upon her real vocation.
1055. **Women's intercollegiate association for student government.** Conference . . . business meeting, Wilson college, Chambersburg, Pa., December 16, 1918. 24 p. 12°.
CONTENTS.—I. Relation of faculty and students.—II. Attitude of students toward self-government.—III. Effect of public opinion upon general regulations, social life and development of the honor system.—IV. Finances.—V. Publicity.—VI. Vocational bureaus.—VII. War relief work.

NEGRO EDUCATION.

1056. **Brady, St. Elmo.** After-war program of Negro education. Tuskegee student, 30: 6-7, April 12, 1919.
1057. **Hughson, Julian S.** The Negro and educational reconstruction in the South. American teacher, 8: 82-85, April 1919.
Some innovations suggested for improving the schools for Negroes in the South.
1058. **Noble, Stuart Grayson.** Educational values in schools for Negroes. South Atlantic quarterly, 18: 116-24, April 1919.
Claims that the education furnished for the Negro in the past has not functioned to any considerable extent in social efficiency. A curriculum based on economic efficiency, morality, sociability, and health should be productive of good results.

EDUCATION OF BLIND AND DEAF.

1059. **Andrews, Harriet U.** The diary of a deaf child's mother. *Volta review*, 21: 184-87, March 1919.

Concluded from February number.

1060. **Best, Harry.** The blind; their condition and the work being done for them in the United States. New York, The Macmillan company, 1919. xxviii 763 p. 8°.

CONTENTS.—Introduction.—Part I, General condition of the blind.—Part II, Blindness and the possibilities of its prevention.—Part III, Provision for the education of blind children.—Part IV, Intellectual provision for the adult blind.—Part V, Material provision for the blind.—Part VI, Organizations interested in the blind.—Part VII, Conclusions with respect to the work for the blind.—Appendixes.

An examination of the blind and of their estate from the point of view of the social economist.

1061. **Monroe, Sarah J.** Phonetics and word study. *Volta review*, 21: 213-16, March 1919.

A plan for pronunciation and speech drill. To be continued.

1062. **Newlee, Clara E.** A report of learning tests with deaf children. *Volta review*, 21: 216-23, April 1919.

Says that since language is the stumbling block of every deaf child, it has been impossible to try out the usual mental tests with deaf children. Use of the symbol-digit and digit-symbol tests which do not involve language at all. Illustrated with graphs.

EXCEPTIONAL CHILDREN.

1063. **National conference on the education of truant, backward, dependent and delinquent children.** Proceedings of the fifteenth annual conference . . . held in Kansas City, Mo., May 13-15, 1918. 108 p. 8°. (C. H. Johnson, secretary, Albany, N. Y.)

Contains: 1. W. L. Kuser: Plans and specifications, p. 9-15. 2. W. L. Bodine: Compulsory education and juvenile conditions of to-day, p. 26-28. 3. F. J. Sessions: The industrial exploitation of children, p. 29-34; Discussion, p. 34-39. 4. J. B. Montgomery: The cooperation of communities with the state in child welfare, p. 42-47. 5. M. P. Adams: Mooseheart, p. 49-52. 6. C. H. Johnson: What the institutions have learned from the war, p. 54-56. 7. Maude F. Miner: Prevention of delinquency in war time, p. 56-63. 8. H. H. Hart: Report of committee on juvenile courts in rural communities, p. 64-75. 9. Kenosha Sessions: The delinquent girl as a community problem, p. 76-78. 10. Mary J. Berry: The state's duty to the delinquent girl, p. 80-88. 11. H. W. Charles: The teaching of morals, p. 89-93.

1064. **Addition, Henrietta S. and Deardorff, Neva E.** That child. *Survey*, 42: 185-88, May 3, 1919.

Discusses the incorrigible child in his relations to school and the juvenile court, etc.

1065. **Dallenbach, Karl M.** The effect of practice upon visual apprehension in the feeble-minded. *Journal of educational psychology*, 10: 61-82, February 1919.

"Feeble-minded children improve slowly and gradually with practice, and the improvement is relatively permanent. There is a direct correlation between the range of visual apprehension and mental age. Individual differences are marked, but are closely correlated with mental age."

1066. **Gatewood, Esther L. and Evans, J. E.** A survey of an opportunity school. *Journal of delinquency*, 4: 86-102, March 1919.

Children attending are drawn from three main classes: (1) Incurrigibles, (2) subnormals, and (3) truants. It is a school where the children are given a chance "to make good or perhaps to catch up with the regular class from which they have been dropped."

1067. **Gesell, Arnold.** Special provisions for exceptional school children; a guide-book on the public school care of mentally deficient and otherwise exceptional pupils, with special reference to conditions and possibilities in Connecticut. [Hartford?] 1919. 76 p. illus. 8° (Connecticut school document)

1068. **Miner, James Burt.** Deficiency and delinquency; an interpretation of mental testing. Baltimore, Warwick & York, 1918. xiv, 355 p. 12°.
(Educational psychology monographs, no. 21)

Author undertakes especially to put the determination of feeble-mindedness by objective examination with the Binet or other scales on what seems to him a sounder basis.

EDUCATION EXTENSION.

1069. **Horwill, Herbert W.** The education of the adult worker. *Nation*, 106: 738-39, May 10, 1919.

Describes the movements carried on in England by the Workers' educational association and the Plebs league.

1070. **U. S. Federal board for vocational education.** Evening and part-time schools in the textile industry of the Southern States. Washington, Government printing office, 1919. 106 p. 8°. (Bulletin no. 30. Trade and industrial series no. 5, April 1919)

Pt. I. Application of the Federal vocational education law to the textile industry.—Pt. II. Possible types of instruction under the Federal vocational education law.—Pt. III. Outlines of short-unit courses in evening and part-time classes for textile workers.—Pt. IV. Analysis of textile occupations as basis of recommending courses of instruction for evening and part-time classes.—Pt. V. General continuation part-time schools and classes.

1071. **Workers' educational association.** The W. E. A. education yearbook, 1918. London, The Workers' educational association; Boston and New York, Ginn and company [1918] 507 p. 12°.

The unique value of this yearbook to American students of educational and social problems is in the light it casts upon the educational status in Great Britain and upon the efforts now making there to give more and better opportunities to all classes. The numerous contributors are standard authorities on the subjects which they discuss, among them being Bernard Shaw, A. Clutton-Brock, H. G. Wells, M. W. Keatinge, Edmond Holmes, J. L. Paton, and Viscount Haldane. The book comprises seven parts, as follows: Introduction, The educational system of Great Britain and Ireland, Education in other countries (including America, by V. Seldes), The universities and the workers, The Workers' educational association, Educational movements, The organization of the teaching profession.

LIBRARIES AND READING.

1072. **Barnes, Walter, ed.** Types of children's literature; a collection of the world's best literature for children, for use in colleges, normal schools, and library schools. Yonkers-on-Hudson, N. Y., World book company, 1919. xiii, 464 p. 8°.

1073. **Severance, Henry Ormal.** A standard library organization suggested for Missouri high schools. Columbia, Mo., 1919. 19 p. 8°. (The University of Missouri bulletin. Vol. 20, no. 11. Education ser. 13)

1074. **Sullivan, James.** The importance of the high-school library. *Journal of the New York State teachers' association*, 6: 131-37, May 1919.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1075. The college catalogue; by C. D. Jarvis. Washington, 1919. 23 p. (Higher education circular no. 13, January 1919)

1076. Education in Germany; by I. L. Kandel. Washington, 1919. 21 p. (Bulletin, 1919, no. 21)

Advance sheets from the Biennial survey of education, 1916-1918.

1077. Educational surveys; by Edward Franklin Buchner. Washington, 1919. 56 p. (Bulletin, 1918, no. 45)

Advance sheets from the Biennial survey of education in the United States, 1916-1918.

1078. Educational work of the Boy scouts; by Lorne W. Barclay. Washington, 1919. 16 p. (Bulletin, 1919, no. 24)

Advance sheets from the Biennial survey of education in the United States, 1916-1918.

1079. Girl scouts as an educational force; by Juliette Low. Washington, 1919. 8 p. (Bulletin, 1919, no. 33)
Advance sheets from the Biennial survey of education in the United States, 1916-1918.
1080. The kindergarten curriculum; by the Subcommittee on curriculum of the Bureau of education committee of the International kindergarten union. Washington, 1919. 74 p. (Bulletin, 1919, no. 16)
1081. List of references on the economic value of education. Washington, 1919. 7 p. (Library leaflet no. 4, April 1919)
1082. Monthly record of current educational publications: Index, February, 1918-January, 1919. Washington, 1919. 31 p. (Bulletin, 1919, no. 32)
1083. Recent progress in Negro education; by Thomas Jesse Jones. Washington, 1919. 16 p. (Bulletin, 1919, no. 27)
Advance sheets from the Biennial survey of education in the United States, 1916-1918.
1084. Review of educational legislation, 1917 and 1918; by William R. Hood. Washington, 1919. 38 p. (Bulletin, 1919, no. 13)
Advance sheets from the Biennial survey of education in the United States, 1916-1918.

PERIODICALS REPRESENTED IN THIS RECORD, FEBRUARY TO JUNE, 1919.

- Alumni register (University of Pennsylvania), Burlington, N. J.
America, 59 East Eighty-third Street, New York, N. Y.
American annals of the deaf, 2419-2421 Greenmount Avenue, Baltimore, Md.
American boy, Detroit, Mich.
American city, 93 Nassau Street, New York, N. Y.
American college bulletin, *now* Christian education.
American education, 50 State Street, Albany, N. Y.
American journal of care for cripples, 2920 Broadway, New York, N. Y.
American journal of nursing, 2419-2421 Greenmount Avenue, Baltimore, Md.
American journal of psychology, Clark university, Worcester, Mass.
American journal of public health, 289 Fourth Avenue, New York, N. Y.
American journal of school hygiene, Worcester, Mass.
American journal of sociology, University of Chicago press, Chicago, Ill.
American journal of theology, University of Chicago press, Chicago, Ill.
American labor legislation review, 131 East Twenty-third Street, New York, N. Y.
American law school review, West publishing company, St. Paul, Minn.
American magazine of art, 1741 New York Avenue, Washington, D. C.
American medical association bulletin, 535 North Dearborn Street, Chicago, Ill.
American Oxonian, Menasha, Wis.
American physical education review, 93 Westford Avenue, Springfield, Mass.
American review of reviews, 30 Irving Place, New York, N. Y.
American school, P. O. Box 134, Milwaukee, Wis.
American school board journal, 354 Milwaukee Street, Milwaukee, Wis.
American schoolmaster, State normal school, Ypsilanti, Mich.
American teacher, 225 Fifth Avenue, New York, N. Y.
Americanization, Bureau of Education, Washington, D. C.
Annals of the American academy of political and social science, Woodland Avenue and Thirty-sixth Street, Philadelphia, Pa.
Arkansas teacher, Conway, Ark.
Asia, 627 Lexington Avenue, New York, N. Y.
Association of American colleges bulletin, 19 South La Salle Street, Chicago, Ill.
Atlantic monthly, 41 Mount Vernon Street, Boston, Mass.
Banker-farmer, Champaign, Ill.
Bookman, 244 Madison Avenue, New York, N. Y.

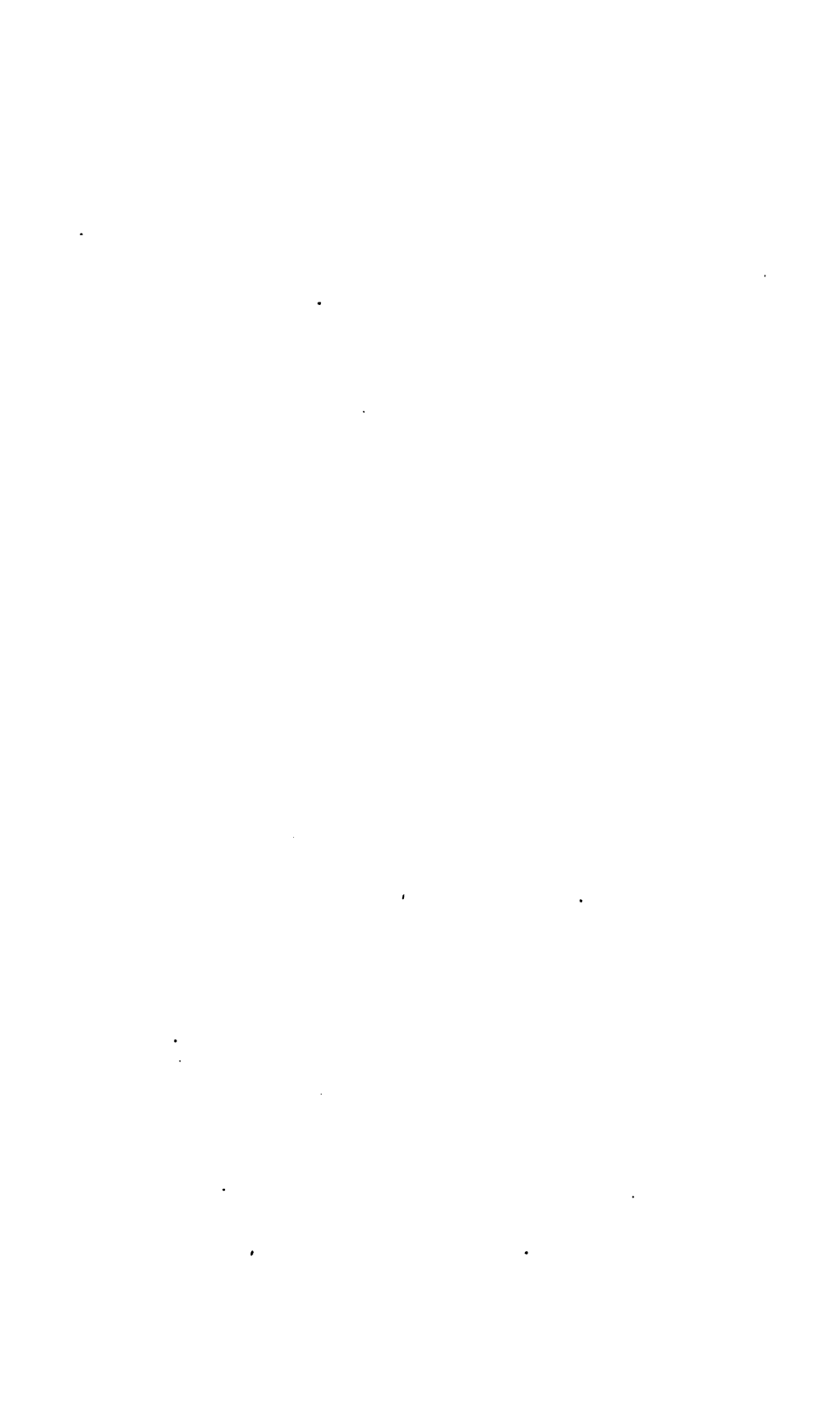
- Boston medical and surgical journal, 101 Tremont Street, Boston, Mass.
 Bulletin Missouri state teachers' association, Columbia, Mo.
 Bulletin of high points in the work of the high schools of New York City, 500 Park Avenue, New York, N. Y.
 Bulletin of the Pan-American union, Washington, D. C.
 Business educator, Columbus, Ohio.
 Canadian magazine, Toronto, Canada.
 Catholic educational review, Washington, D. C.
 Catholic historical review, Washington, D. C.
 Catholic school journal, 445 Milwaukee Street, Milwaukee, Wis.
 Catholic world, 120-122 West Sixtieth Street, New York, N. Y.
 Chicago schools journal, Board of Education, Chicago, Ill.
 Child, London, England.
 Child labor bulletin, 105 East Twenty-second Street, New York, N. Y.
 Chinese record, Shanghai, China.
 Christian education, 19 South La Salle Street, Chicago, Ill.
 Church quarterly review, London, England.
 Classical journal, University of Chicago press, Chicago, Ill.
 Classical weekly, Barnard college, New York, N. Y.
 Colorado school journal, Denver, Colo.
 Cultura popolare, Milan, Italy.
 Columbia university quarterly, Columbia university, New York, N. Y.
 Common ground, 238 Elm Street, West Somerville, Mass.
 Contemporary review, 249 West Thirteenth Street, New York, N. Y.
 Continent, 509 South Wabash Avenue, Chicago, Ill.
 Current education, St. Martins, Philadelphia, Pa.
 Dial, 152 West Thirteenth Street, New York, N. Y.
 Education, 120 Boylston Street, Boston, Mass.
 Education bulletin, Trenton, N. J.
 Educational administration and supervision, Warwick and York, inc., Baltimore, Md.
 Educational exchange, Birmingham, Ala.
 Educational film magazine, 33 West Forty-second Street, New York, N. Y.
 Educational foundations, 31-33 East Twenty-seventh Street, New York, N. Y.
 Educational news bulletin, Madison, Wis.
 Educational press bulletin, Springfield, Ill.
 Educational record, London, England.
 Educational review, Columbia university, New York, N. Y.
 Educational standards, Charlestown, Mass.
 Educator-journal, 403 Newton Claypool building, Indianapolis, Ind.
 Elementary school journal, University of Chicago press, Chicago, Ill.
 Engineering education, Bulletin of the Society for the promotion of engineering education, Lancaster, Pa.
 English journal, University of Chicago press, Chicago, Ill.
 English leaflet, Newtonville, Mass.
 Evening post magazine, 20 Vesey Street, New York, N. Y.
 Fortnightly review, 249 West Thirteenth Street, New York, N. Y.
 Forum, 32 West Fifty-eighth Street, New York, N. Y.
 General science quarterly, Salem, Mass.
 Geographical review, Broadway at One Hundred Fifty-sixth Street, New York, N. Y.
 Geographical teacher, London, England.
 Good housekeeping magazine, 119 West Fortieth Street, New York, N. Y.
 Graduate magazine (University of Kansas), Lawrence, Kans.
 Harper's magazine, Franklin Square, New York, N. Y.
 Harvard alumni bulletin, Boston, Mass.

- Harvard graduates' magazine, Exchange building, Boston, Mass.
 Hibbert journal, London, England, and 6 Beacon Street, Boston, Mass.
 High school journal, Chapel Hill, N. C.
 High school quarterly, Athens, Ga.
 Historical outlook, *formerly* History teacher's magazine, McKinley publishing company, Philadelphia, Pa.
 Illinois association of teachers of English bulletin, Urbana, Ill.
 Illinois teacher, Bloomington, Ill.
 Independent, 119 West Fortieth Street, New York, N. Y.
 Indiana university alumni quarterly, Indianapolis, Ind.
 Industrial-arts magazine, 129 Michigan Street, Milwaukee, Wis.
 Iowa journal of history and politics, Iowa City, Iowa.
 Johns Hopkins alumni magazine, Baltimore, Md.
 Journal of applied psychology, Clark university, Worcester, Mass.
 Journal of delinquency, Whittier state school, Whittier, Calif.
 Journal of education, 6 Beacon Street, Boston, Mass.
 Journal of education and School world, London, England.
 Journal of educational psychology, Warwick and York, inc., Baltimore, Md.
 Journal of experimental pedagogy and training college record, London, England.
 Journal of geography, Broadway at One Hundred Fifty-sixth Street, New York, N. Y.
 Journal of heredity, P. O. Box 472, Eleventh Street Station, Washington, D. C.
 Journal of home economics, Station N, Baltimore, Md.
 Journal of political economy, University of Chicago press, Chicago, Ill.
 Journal of race development, Clark university, Worcester, Mass.
 Journal of the American medical association, 535 Dearborn Street, Chicago, Ill.
 Journal of the Association of collegiate alumnae, University of Chicago press, Chicago, Ill.
 Journal of the National education association, 1400 Massachusetts Avenue, Washington, D. C.
 Journal of the New York state teachers' association, 5 South Water Street, Rochester, N. Y.
 Kansas teacher, Topeka, Kans.
 Kentucky high school quarterly, Lexington, Ky.
 Kindergarten and first grade, Springfield, Mass.
 Library journal, 241 West Thirty-seventh Street, New York, N. Y.
 Literary digest, 354-60 Fourth Avenue, New York, N. Y.
 Living age, 41 Mt. Vernon Street, Boston, Mass.
 Manual training magazine, Manual arts press, Peoria, Ill.
 Mathematics teacher, 41 North Queen Street, Lancaster, Pa.
 Mental hygiene, Concord, N. H.
 Mercure de France, Paris, France.
 Michigan alumnus, University of Michigan, Ann Arbor, Mich.
 Midland schools, Des Moines, Iowa.
 Mind and body, New Ulm, Minn.
 Minnesota alumni weekly, Minneapolis, Minn.
 Mississippi educational advance, Jackson, Miss.
 Missouri school journal, Jefferson City, Mo.
 Modern language journal, Sixty-eighth Street and Park Avenue, New York, N. Y.
 Modern language teaching, London, England.
 Monatschrift für höhere schulen, Berlin, Germany.
 Monatshefte für deutsche sprache und pädagogik, Milwaukee, Wis.
 Musical America, 501 Fifth Avenue, New York, N. Y.
 Nation, 20 Vesey Street, New York, N. Y.
 National association of corporation schools bulletin, Irving Place and Fifteenth Street, New York, N. Y.

- National efficiency quarterly, 119 West Fortieth Street, New York, N. Y.
 National municipal review, North American building, Philadelphia, Pa.
 National note-book, 1025 Twelfth Street, Augusta, Ga.
 National school service, Department of the Interior, Washington, D. C.
 Nature-study review, Ithaca, N. Y.
 Nebraska teacher, Lincoln, Nebr.
 New republic, 421 West Twenty-first Street, New York, N. Y.
 Nineteenth century and after, 249 West Thirteenth Street, New York, N. Y.
 Normal instructor and primary plans, Dansville, N. Y.
 North American review, 171 Madison Avenue, New York, N. Y.
 North Carolina education, Raleigh, N. C.
 Northwest journal of education, Seattle, Wash.
 Nuova antologia, Rome, Italy.
 Oberlin alumni magazine, Oberlin, Ohio.
 Ohio educational monthly, Columbus, Ohio.
 Ohio history teachers' journal, Columbus, Ohio.
 Ohio teacher, Columbus, Ohio.
 Oklahoma school herald, Oklahoma City, Okla.
 Oregon teachers' monthly, Salem, Oreg.
 Outlook, 287 Fourth Avenue, New York, N. Y.
 Pedagogical seminary, Clark university, Worcester, Mass.
 Pennsylvania gazette, University of Pennsylvania, Philadelphia, Pa.
 Pennsylvania school journal, Lancaster, Pa.
 Personnel, Box 543, Orange, N. J.
 Phillips bulletin, Andover, Mass.
 Physical training, 347 Madison Avenue, New York, N. Y.
 Pictorial review, 222-226 West Thirty-ninth Street, New York, N. Y.
 Popular educator, 50 Bromfield Street, Boston, Mass.
 Porto Rico school review, San Juan, Porto Rico.
 Primary education, 50 Bromfield Street, Boston, Mass.
 Princeton alumni weekly, Princeton, N. J.
 Psychoanalytic review, 41 North Queen Street, Lancaster, Pa.
 Psychological bulletin, Princeton, N. J.
 Psychological review, Princeton, N. J.
 Public libraries, Library bureau, Chicago, Ill.
 Quarterly journal of speech education, Menasha, Wis.
 Quarterly journal of the University of North Dakota, University, N. Dak.
 Religious education, 1440 East Fifty-seventh Street, Chicago, Ill.
 Revista de la facultad de letras y ciencias, Universidad de la Habana, Habana, Cuba.
 Revue de l'enseignement des langues vivantes, Paris, France.
 Revue de Paris, Paris, France.
 Revue internationale de l'enseignement, Paris, France.
 Revue pédagogique, Paris, France.
 Revue politique et parlementaire, Paris, France.
 Revue universitaire, Paris, France.
 Rivista pedagogica, Rome, Italy.
 Rural school messenger, Kirksville, Mo.
 School, 154 Fifth Avenue, New York, N. Y.
 School and home, Atlanta, Ga.
 School and home education, Bloomington, Ill.
 School and society, The Science press, Garrison, N. Y.
 School-arts magazine, 120 Boylston Street, Boston, Mass.
 School bulletin, Syracuse, N. Y.
 School education, Minneapolis, Minn.

School guardian, London, England.
 School hygiene, London, England.
 School index, Cincinnati, Ohio.
 School life, Bureau of Education, Washington, D. C.
 School news and practical educator, Taylorville, Ill.
 School review, University of Chicago press, Chicago, Ill.
 School science and mathematics, Mount Morris, Ill.
 Science, The Science press, Garrison, N. Y.
 Scientific monthly, The Science press, Garrison, N. Y.
 Scouting, 200 Fifth Avenue, New York, N. Y.
 Scribner's magazine, 597 Fifth Avenue, New York, N. Y.
 Sewanee review, Sewanee, Tenn.
 Sierra educational news, San Francisco, Cal.
 South Atlantic quarterly, Trinity college, Durham, N. C.
 South Dakota educator, Mitchell, S. Dak.
 Southern school journal, Lexington, Ky.
 Southern school work, Alexandria, La.
 Southern workman, Hampton, Va.
 Standard, 2 West Sixty-fourth Street, New York, N. Y.
 Sunday school journal, Methodist book concern, Cincinnati, Ohio.
 Survey, 112 East Nineteenth Street, New York, N. Y.
 Teachers college record, Teachers college, Columbia university, New York, N. Y.
 Teacher's journal, Marion, Ind.
 Teachers' world, London, England.
 Teaching, Kansas state normal school, Emporia, Kans.
 Tuskegee student, Tuskegee Institute, Ala.
 Ungraded, 500 Park Avenue, New York, N. Y.
 University of California chronicle, Berkeley, Cal.
 University record, University of Chicago press, Chicago, Ill.
 Unpopular review, 19 West Forty-fourth Street, New York, N. Y.
 Virginia journal of education, Richmond, Va.
 Vocational summary, Federal Board for Vocational Education, Washington, D. C.
 Volta review, Volta bureau, Washington, D. C.
 West Virginia school journal and educator, Charleston, W. Va.
 Western journal of education, San Francisco, Cal.
 Western teacher, Milwaukee, Wis.
 Wisconsin journal of education, Madison, Wis.
 World's work, Doubleday, Page and Company, Garden City, N. Y.
 Yale alumni weekly, Yale Station, New Haven, Conn.
 Yale review, Yale Station, New Haven, Conn.







DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1919, No. 60

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

SEPTEMBER, 1919



WASHINGTON
GOVERNMENT PRINTING OFFICE
1919

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history—Current educational conditions—Educational reconstruction—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Sex instruction—Physical training—Play and recreation—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Vocational tests; Army personnel—Agricultural education; Home economics—Commercial education—Professional education—Civic education—Americanization of immigrants—Education of soldiers—Reeducation of war invalids—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

During July and August of each year the record suspends publication. The present issue lists the new publications which have been received since the compilation of the number for June, 1919.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1085. Kentucky council of defense. State conference on Kentucky problems. Program and addresses of conference held at Lexington, March 4-5, 1919. 122p. 8°.

Contains: 1. Miss C. O. Williams: The rural school and what to do with it, p. 20-28. 2. J. V. Chapman: The rural school and what to do with it, p. 28-363. 3. Archibald Dixon: Care of defectives, p. 36-46. 4. George Baker: Educational bills in Congress, p. 46-51. 5. H. E. Jackson: The practice of citizenship, p. 58-65. 6. R. P. Green: Elimination of illiteracy by community effort, p. 65-71. 7. Elizabeth Breckinridge: The school as an element of community organization, p. 109-14.

1086. **National education association of the United States.** Addresses and proceedings of the fifty-sixth annual meeting held at Pittsburgh, Pa., June 29-July 6, 1918. Washington, D. C. Pub. by the Association, 1918. 96p. 8°. (J. W. Crabtree, secretary, 1400 Massachusetts avenue, Washington, D. C.)

Contains: Standard library organization and equipment for secondary schools of different sizes, p. 691-719.

For other articles contained in this volume see entries for the *Journal of the National education association*—item 1013, September 1918; item 1693, December 1918; item 1863, January 1919; item 1, February 1919; item 190, March 1919; item 418, April 1919; item 602, May 1919, and item 955, June 1919.

1087. **Pennsylvania state educational association.** Proceedings of the annual session, at Harrisburg, December 30, 1918, to January 2, 1919. Pennsylvania school journal, 67: 449-88, April 1919.

Department of colleges and normal schools.—Contains: 1. J. L. Eisenberg: Physical fitness, p. 449-52. 2. Hugo Bezdek: Physical fitness, p. 452-55. 3. G. W. Gerwig: Vocational efficiency, p. 455-58. 4. T. C. Blaisdell: Esthetic sensitiveness, p. 458-61. 5. A. K. Heckel: Patriotic citizenship, p. 461-64. 6. Percy Hughes: Specialized scholarship, p. 464-65. 7. S. B. Davis: Specialized scholarship as an aid in higher education, p. 465-67.

Child study round table.—8. N. J. Melville: Health examination of school children, p. 468-70. 9. E. Blanche Bender: Physical training of the child, p. 471-73.

Graded school department.—10. Carmon Ross: The problem of supervised study, p. 474-80. 11. W. A. Boyer: The Courtis tests in arithmetic, p. 480-81. 12. W. W. Eisenhart: What kind of help can a principal give his teachers? p. 481-86. 13. Anna B. Bair: Essentials in primary methods, p. 486-88.

EDUCATIONAL HISTORY.

1088. **Bell, Walter N.** The development of the Ontario high school. Toronto, University of Toronto press [1918] 164p. 8°.

Traces the growth of the public secondary school in Upper Canada from the act of 1807, which laid the foundation by establishing the first district public schools, down to the time when it developed its present form.

1089. **Cubberley, Ellwood P.** Public education in the United States; a study and interpretation of American educational history. Boston, New York, Houghton Mifflin company [1919] xxvi, 517p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

An introductory textbook dealing with the larger problems of present-day education in the light of their historical development.

1090. **Forsant, Octave.** L'école sous les obus, pages vécues du martyre de Reims. Préface de Léon Bourgeois. Paris, Hachette et cie, 1918. 80p. plates. 8°.

1091. **Swift, Fletcher Harper.** Education in ancient Israel, from earliest times to 70 A. D. Chicago, London, The Open court publishing company, 1919. xii, 134p. 8°.

Selected bibliography: p. 119-25.

Undertakes to show that the environment in which the native genius of the Hebrews ripened was a rich and varied one, and that the educative influences were many, not few.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

1092. **Benson, A. C.** Democracy's hope is in education. National association of corporation schools bulletin, 6: 311-15, July 1919.

Reprinted from the Bellman.

Good and safe government an impossibility with an ignorant people; citizens must acquire high ideals as well as utilitarian knowledge; wise training is imperative to sound and progressive government.

1093. **Brittain, M. L.** Readjustment of our educational work. School and home, 11: 5-7, May 1919.
Address before the Georgia educational association at Macon, May 1, 1919, on educational conditions in Georgia.
1094. **Bruère, Robert W.** The new nationalism and education. Harper's magazine, 139: 174-81, July 1919.
1095. **Canby, Henry Seidel.** The American mind. Century magazine, 98: 360-74, July 1919.
1096. **Capps, A. G.** Organization and administration of education in Missouri. Missouri school journal, 36: 197-201, May 1919.
Presents a brief study of the organization and administration of the schools in Missouri together with certain recommendations for immediate and future action.
1097. **Carstens, C. C.** Is education behind in Massachusetts. Survey, 42: 425-26, June 14, 1919.
Work of the Special commission on education (1918), appointed to investigate educational conditions in Massachusetts.
1098. **Cestre, Charles.** Une mission aux États-Unis. II. Revue internationale de l'enseignement, 73: 117-36, March-April 1919.
1099. **Dawson, J. W.** "Figs or thistles?" America, 21: 417-19, August 2, 1919.
Deplores the lack of religious training in the public schools. Says the child of today upon graduation knows everything except how to think. He does not know what the word "work" means. There is no severe systematic training for the purpose of the development of perseverance, determination, and courage. This education together with the moving pictures makes the child an incipient libertine needing only the proper companions or circumstances to bring out what there is no religious, moral, or even pagan inhibition to suppress.
1100. **Dushkin, Alexander M.** Jewish education in New York city. New York, The Bureau of Jewish education, 1918. 596p. plates, illus., diagrs. 8°.
A historical and descriptive treatment of the subject.
1101. **Earhart, Lida B.** Changes in education. Some effects of the war on the schools. School, 30: 404-405, June 5, 1919.
1102. **Edwards, Glen.** Schools and politics in Chicago. Survey, 42: 724-26, August 16, 1919.
The secretary of the Public education association of Chicago presents the chief events that have taken place in the last two years in the fight between the school factions in Chicago.
1103. **General education board.** Public education in Delaware. A report to the public school commission of Delaware, with an appendix containing the new school code. New York, General education board, 1919. 202p. plates, tables. 12°.
1104. **Harper, Roland M.** The distribution of illiteracy in Georgia and its significance. Athens, Ga., 1919. 12p. 8°.
Reprinted from the High school quarterly, 7: 254-62, July 1919.
1105. **Harré, T. Everett.** Undermining the foundations of national morale. National civic federation review, 4: 8, 14-16, June 30, 1919.
A forewarning of the new German propaganda of social discontent and civil strife—poisoning the founts of learning; a lesson from the past.
To be continued.

1106. **Hart, Hastings H.** Social problems of Alabama. A study of the social institutions and agencies of the state of Alabama as related to its war activities. Made at the request of Governor Charles Henderson. Montgomery, Ala., 1918. 87p. 8°.

1107. **Holmes, Henry W.** The Gary system explained. American review of reviews, 59: 611-17, June 1919.

Discusses the findings of educational survey of Gary made by the General education board. Illustrated.

1108. **Kolbe, Parke B.** Non-governmental agencies and movements in education. School and society, 9: 637-43, May 31, 1919.

An address before the North Central association of colleges and secondary schools at Chicago, March 21, 1919.

1109. **Ladd, A. J.** On the firing line in education. Boston, Richard G. Badger, Gorham press [1919] 264p. 12°.

1110. Report of the British educational mission. London, H. M. Stationery office, 1919. 23p. 8°.

CONTENTS.—I. Survey of the journey of the mission.—II. Some general impressions.—III. Suggested ways of promoting the objects of the mission.—IV. Some differences between British and American universities.—V. Recommendations.

1111. **Sterling, Henry.** Labor's attitude toward education. School and society, 10: 128-32, August 2, 1919.

Read before the general session of the Milwaukee meeting of the National education association, 1919.

1112. **Strayer, George D.** The National education association. School and society, 10: 91-97, July 26, 1919.

Address of the president of the National education association, delivered at Milwaukee, June 30, 1919, showing the work of the Association during the past year.

1113. **Wisconsin.** Department of public instruction. The state and the public schools. Two years' progress in education in Wisconsin. Biennial report, 1916-1918. Madison, Wis., State department of public instruction, 1919. 216p. 8°.

C. P. Cary, state superintendent.

FOREIGN COUNTRIES.

1114. **Clarke, John, ed.** Problems of national education, by twelve Scottish educationists; with prefatory note by Robert Munro. London, Macmillan and co., 1919. xxvi, 368p. 8°.

CONTENTS.—1. Fifty years of Scottish education, by Duncan MacGillivray.—2. Physical interests, by Leslie Mackenzie.—3. The interests of girls in elementary and continuation schools, by Elizabeth Fish.—4. The aim and outlook in the secondary education of girls, by Charlotte E. Ainslie.—5. Moral and religious elements in the school, by John Strong.—6. Social aspects of education, by Alexander Morgan.—7. The classics in school and university, by John Burnet.—8. The place and function of science, by J. Arthur Thomson.—9. Technical education, by A. P. Laurie.—10. Teaching as a profession, by James Malloch.—11. Local administration, by John Clarke.—12. The Scottish universities, by H. J. C. Grierson.

1115. **Cooper, Clayton Sedgwick.** South Americans at school. Educational foundations, 30: 526-39, July 1919.

1116. **Crémieux, Ad.** Le lycée et la réforme de l'enseignement. Revue universitaire, 28: 243-49, April 1919.

1117. **Demogue, B.** *L'Université de Gand pendant la grande guerre.* *Revue internationale de l'enseignement*, 30: 176-84, May-June 1919.
1118. **Dewey, John.** *The student revolt in China.* *New republic*, 20: 16-18, August 6, 1919.
Student activities in China against the Japanese.
1119. **Edmunds, Charles K.** *Modern education in China.* *Journal of international relations*, 10: 62-86, July 1919.
Writer states as his experience after fifteen years in China that "the distinction between the Oriental and the Occidental lies in technique and in knowledge, not in intellectual calibre." To be continued.
1120. **Farace, Alfredo.** *Oxford—la scuola in Inghilterra ed in Italia.* *Nuova antologia*, 201: 65-75, May 1, 1919.
1121. **Fisher, H. A. L.** *The place of the university in national life.* London [etc.] Oxford university press, 1919. 13p. 8°. (Barnett house papers, no. 4)
An address delivered by the president of the Board of education of Great Britain in the Sheldonian theater at Oxford on February 22, 1919.
1122. **Flower, Newman.** *The boy who did grow up.* London, New York [etc.] Cassell and company, ltd., [1919] 243 p. 12°.
1123. **Gollancz, Victor and Somervell, David.** *The school and the world.* London, Chapman & Hall, ltd., 1919. 145 p. 12°.
1124. **Hill, William Bancroft.** *A school for Americans in Japan.* *Asia*, 19: 585-87, June 1919.
Shows the need of a good American school in Tokyo.
1125. **Jones, Henry Arthur.** *Patriotism and popular education . . . the whole discourse being in the form of a letter addressed to the Right Hon. H. A. L. Fisher, president of the Board of education.* London, Chapman and Hall, ltd., 1919. xvi, 270p. 8°.
Includes "some thoughts upon English work and English play, our evening amusements, Shakespeare and the condition of our theaters, slang, children on the stage, the training of actors, English politics before the war, national training for national defence, war and design in nature, the league of nations, the future world policy of America, capital and labor, religion, reconstruction, the great commandments, social prophets and social prophecy, competition and co-operation, the biologist and the social reformer, hand labor and brain labor, school teachers and rag-pickers, internationalism, and many other interesting matters."
1126. **Kjerskog-Agersborg, E. P.** *The teaching of natural science in the primary and secondary schools of Norway.* *School and society*, 9: 673-78, June 7, 1919.
1127. **Lanson, Gustave.** *La renaissance de l'université française de Strasbourg.* *Revue universitaire*, 28: 323-36, May 1919.
1128. **Ling, Ping.** *The old system of Chinese education.* *Pedagogical seminary*, 28: 143-52, June 1919.
Discusses the old type of Chinese education in "unmodified form and with particular reference to the experience of the writer's childhood."
1129. **London county council.** *The organisation of education in London.* London, L. C. C. education offices, 1919. 42p. 8°.
A general sketch of the system of public education in London.
1130. **Marin, Louis.** *L'organisation des relations intellectuelles de la France et de la Serbie.* *Revue internationale de l'enseignement*, 73: 107-16, 185-200, March-April, May-June 1919.
Second and third articles in series.

1131. **Mason, C. M.** The liberal education for all movement; a liberal education in secondary schools. Parents' review (London) 30: 481-555, July 1919.

Shows what has been accomplished by the Parents' National educational union school. Gives specimens of examination papers: p. 506-54. Earlier articles in the same periodical give accounts of progress of the liberal education movement in elementary and continuation schools.

1132. **Maugain, Gabriel.** Les examens de français en Italie. Revue internationale de l'enseignement, 73: 137-44, March-April 1919.

1133. **Morrison, G.'N.** Education authorities handbook; a digest of the education (Scotland) acts, 1872 to 1918, with the text of the statutes and an account of the statutory powers and duties of education authorities and school management committees. Edinburgh and Glasgow, William Hodge & company, 1919. 298p. 8°.

1134. **Newton, A. W.** The English elementary school; some elementary facts about it. London, New York [etc.] Longmans, Green, and co., 1919. viii, 299 p. 12°.

Describes in simple, unofficial language the English elementary schools of to-day and yesterday, the regulations under which they work, and some of the considerations which influence those who conduct them.

1135. **Pécaut, Félix.** École unique et démocratisation. Revue pédagogique, 74: 235-51, April 1919.

1136. **Piccoli, Valentino.** Appunti su la crisi della pedagogia contemporanea. Rivista pedagogica, 12: 115-30, March-April 1919.

1137. **Russell, William F.** School administration in revolutionary Siberia. Teachers college record, 20: 250-58, May 1919.

EDUCATIONAL RECONSTRUCTION.

1138. **Aicard, Jean.** Comment rénover la France? Paris, E. Flammarion, éditeur [1918] 252p. 12°.

CONTENTS.—L'école créera l'unité morale.—La leçon de la guerre.—L'église et l'état.—Les boy-scouts.—Le petit livre de l'unité: morale française.

1139. **Battle, George Gordon.** What will be the effects of the war upon university education in America? Alumni bulletin of the University of Virginia, 12: 260-73, July 1919.

An address at the University of Virginia, Founder's day, April 12th, 1919, being the hundredth anniversary of the legal foundation of the University.

1140. **Bruneau, Charles.** L'école et l'après-guerre. Revue pédagogique, 74: 252-68, 329-43, April, May 1919.

1141. **Devine, Edward T., and others.** Social reconstruction: proposals for federal legislation affecting education, civil rights, health, country life, conservation, labor, housing, pensions, public works, and budget. Survey, 42: 402-9, June 7, 1919.

Advocates federal aid to elementary, secondary, and higher education.

1142. **Elliot, Charles W.** Colleges during reconstruction. Harvard alumni bulletin, 21: 774-76, June 19, 1919.

Indicates the main objects of college education and the main distinctions between the work in after life of the highly educated man and that of the man who has had little or no education.

1143. **Hadley, Arthur Twining.** The colleges and the nation. Harper's magazine, 139: 106-12, June 1919.

Discusses the effects of the war upon higher education in the United States.

1144. ——— Reconstruction at Yale. Yale alumni weekly, 28:963-65, May 30, 1919.
A speech made at the Associated western Yale clubs meeting in St. Louis on May 24, 1919.
The demands upon Yale in time of peace.
1145. **Hayward, F. H. and Freeman, Arnold.** The spiritual foundations of reconstruction; a plea for new educational methods. London, P. S. King & son, ltd., 1919. 223 p. 8°.
1146. **Hilton, Henry H.** Lessons from the war for the colleges. School and society, 10:1-9, July 5, 1919.
1147. **Keller, A. G.** Post-war education. Review, 1: 275-76, August 9, 1919.
1148. **Keppel, Frederick.** What have we learned? Michigan alumnus, 25: 641-51, August 1919.
Commencement address at the graduation exercises at the University of Michigan, June 26, 1919.
Lessons of permanent value that we have learned from our experience in the war and the application of these lessons to the American university.
1149. **Langdon-Davies, John.** Militarism in education; a contribution to educational reconstruction. London, Headley bros., ltd. [1919] 154 p. 12°.
This book advocates a system of public education which will foster international peace. It maintains that in education the welfare of the child comes first; that military drill for boys is pernicious; and that the teaching of patriotism should not be used to inculcate a blind devotion to the state.
1150. **Luckey, G. W. A.** The reorganization of education. School and society, 10:31-37, July 12, 1919.
The reorganization of education to meet the needs of democracy and the whole people.
1151. **Moore, Ernest Carroll.** What the war teaches about education, and other papers and addresses. New York, The Macmillan company, 1919. 334p. 12°.
A collection of papers designed to show that the experience of the war has proved the necessity of "purposive" education, and the inadequacy of general training and formal discipline.
1152. **Spaulding, Frank E.** Educate America; a complete after-the-war program for the advancement of public education. Dijon, Imp. R. de Thorey, 1919. 32p. 8°. (Headquarters American E. F. university. Bulletin 96.)
An address delivered before the American E. F. university, Beaune, Cote-d'Or, France, as one of a series of papers presented in the general course in Citizenship.
1153. **Spence, Bartholomew John.** The University and national progress. Quarterly journal of the University of North Dakota, 9:359-75, July 1919.
An address given at the University of Manitoba, Winnipeg, Canada, on February 18, 1919, in the exchange lectureship existing between that institution and the University of North Dakota.
The activities of the American university in the pre-war period and during the war and some of its problems in the future.
1154. **Stewart, J. A.** Oxford after the war and a liberal education. Oxford, B. H. Blackwell; New York, Longmans, Green & co., 1919. 35p. 8°.
1155. **West, Andrew F.** The war and education; addresses. Princeton, Princeton university press, 1919. 87p. 12°.
Contains the following addresses by Prof. West: Our educational birthright, The immortal conflict, The humanities after the war, Vocational and general education. Also contains translation of an address entitled France and the classics, delivered July 12, 1918, by M. Lafferre, minister of public instruction and the fine arts, at the University of Montpellier.

EDUCATIONAL THEORY AND PRACTICE.

1156. **Alexander, Hartley Burr.** Letters to teachers and other papers of the hour. Chicago, London, The Open court publishing company, 1919. 253p. 8°.

A collection of essays written during wartime, containing: I. Letters to teachers—16 papers. II. Foreign language study. III. Community pageantry. IV. Education in taste. V. Education and democracy—3 papers.

1157. **Buisson, Ferdinand and Farrington, Frederic Ernest, eds.** French educational ideals of today; an anthology of the molders of French educational thought of the present. Yonkers-on-Hudson, N. Y., World book company, 1919. xii, 326p. 12°.

A collection of extracts from the writings of modern French educators, selected with the design of making clear to the American public the problems and ideals of the teachers of France. The book is equipped with brief biographies of each contributor and an introduction by P. P. Claxton, United States Commissioner of education.

1158. **Canby, Henry Seidel.** Educating by tradition. Century magazine, 98: 521-28, August 1919.

A criticism of the superficiality and ineffectiveness of "traditional" education in America.

1159. **Darroch, Alexander.** The democratic conception of education. Hibbert journal, 17: 414-26, April 1919.

1160. **Freeland, George E.** Modern elementary school practice. New York, The Macmillan company, 1919. 408p. 12°.

1161. **Gerould, Gordon Hall.** Practical education. Yale review, 8: 756-69, July 1919.

Proposes methods for imparting the trained will, the trained emotion, and the trained intelligence without which no education can be called practical in its results.

1162. **Jones, Gilbert H.** Education in theory and practice. Boston, Richard G. Badger, The Gorham press [1919]. 396p. 12°.

1163. **Roberts, Herbert F.** Practical education and the higher culture. School and society, 10: 191-94, August 16, 1919.

Suggests a culture course, a study in appreciation, which should be introduced in the high school and continued through the college curriculum—a course that would at least give certain knowledge of some of the chief human achievements in the domain of creative idealism.

1164. **Smith, Charles T.** The music of life; education for leisure and culture, with curricula evolved by experiment in an elementary school. London, P. S. King & son. ltd., 1918. 150 p. 8°.

1165. **Snedden, David.** Hard vs. soft pedagogy. School and society, 10: 106-109, July 26, 1919.

Some thoughts suggested by the article by Ross L. Finney on Prerequisite to progress, which appeared in the Teachers college record, May 1919.

The writer is convinced that some time of the school day of the average adolescent should be given to the form of effort that the world knows as "work"—and "hard" work, at that. Says even in the case of children of six there is a place for "hard pedagogy."

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1166. **Burt, Cyril.** The development of reasoning in school children. Journal of experimental pedagogy (London) 5: 68-77, June 5, 1919.

Estimates the level of general intelligence among older or brighter children attending elementary schools. To be continued.

1167. ——— Facial expression as an index of mentality. Child study (London) 12: 1-3, June 1919.
1168. Clapp, F. L. The relationship between the measurable and the immeasurable in education. Colorado school journal, 34: 7-10, May 1919.
From a paper read at the Superintendents' meeting, National education association.
1169. Cummins, Robert Alexander. Improvement and the distribution of practice. New York city, Teachers college, Columbia university, 1919. 72 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 97)
1170. Downey, June E. Graphology and the psychology of handwriting. Baltimore, Warwick & York, 1919. 142 p. 12°. (Educational psychology monographs, no. 24)
1171. Flaherty, Teresa. The teacher's philosophy in and out of school. Educational standards, 8: 85-92, June 1919.
A few thoughts and personal reactions from the book by President Hyde on "A teacher's philosophy in and out of school."
1172. Haberman, J. Victor. Memory (The memologic phenomena) in relation to intelligence, pedagogics and psychopathy. [n. p., 1919] 42 p. 12°. Reprinted from the Medical record, May 17, 1919.
"This is the third report on the mind and its examination. The first Report appeared in the Medical record Dec. 1, 1917; the second, in the same journal, May 18, 1918." "References": p. 41-42.
1173. Hollingworth, Leta S. Comparison of the sexes in mental traits. Psychological bulletin, 15: 427-32, December 1918.
Bibliography: p. 431-32.
Reviews the various studies bearing on this subject made during 1916-18.
1174. Nice, Margaret M. A child's imagination. Pedagogical seminary, 26: 173-201, June 1919.
A study of one child's imagination with an attempt to analyze the favorable and unfavorable stimuli and conditions in her case.
1175. Pollock, Horatio M. Mental hygiene in the school. Boston medical and surgical journal, 181: 193-96, August 14, 1919.
1176. Psychological clinic, vol. 12, nos. 5-9, May 15, 1919. (Reference book in clinical psychology and for diagnostic teaching)
Contains: 1. Lightner Witmer: Performance and success, p. 145-70. 2. Lightner Witmer: The problem of educability, p. 174-78. 3. Gladys G. Ide: The educability level. The determination of competency to do the work of the first school year, p. 179-95. 4. H. J. Humpstone: Memory span tests, p. 196-200. 5. A. L. Ide: Intelligence and efficiency tests distinguished, p. 204-209. 6. Helen R. Squier: A student's report of a clinical examination, p. 216-20. 7. F. H. Relter: A comparison of test rating and college grades, p. 221-29. 8. O. J. Johnson: Effects of smoking on mental and motor efficiency, p. 230-35. 9. S. L. Pressey: Irregularity on a Binet examination as a measure of its reliability, p. 236-40. 10. M. S. Viteles: The children of a Jewish orphanage. A preliminary report of a psychological survey, p. 248-54.
1177. Pyle, W. H. Is individual learning capacity constant for different types of material? Journal of educational psychology, 10: 121-28, March 1919.
Gives a table of correlations computed by the Pearson formula. The correlations are based upon experiments with several hundred university students (1914-18).
1178. Rickaby, Franz. The splendid animal. Quarterly journal of the University of North Dakota, 9: 376-84, July 1919.
An analysis of the boy. Discusses certain attributes that are common to all boys and accidental attributes or tendencies that make for individuality.

1179. **Busk, Robert B.** Experimental education. New York, London [etc.] Longmans, Green and co., 1919. 346 p. 12°.
1180. **Smith, H. Bompas.** The standpoint of educational psychology. Journal of experimental pedagogy (London) 5: 57-67, June 5, 1919.
 Urges "the importance of developing the science of educational psychology more definitely than heretofore as a special branch of knowledge with aims and methods of its own."
1181. **Starch, Daniel.** Educational psychology. New York, The Macmillan company, 1919. ix, 473 p. diags. 8°.
 Bibliography: p. 451-64.
1182. **Waples, Douglas.** Has education progressed? Journal of experimental pedagogy (London) 5: 98-104, June 5, 1919.
 Distinguishes the scientific from the psychic factors in their relation to progress.
1183. **Webber, W. Paul.** A psychological basis for a system of education with applications to mathematics. Mathematics teacher, 11: 182-95, June 1919.
1184. **White, William A.** The mental hygiene of childhood. Boston, Little Brown, and company, 1919.. xv, 193 p. 12°.
 This volume undertakes to give clearer insight into the basic requirements of human nature in point both of training and environment. The author emphasizes the transcendent importance of the first years and of the beginnings of education in the home.

EDUCATIONAL TESTS AND MEASUREMENTS.

1185. **Arthur, Grace and Woodrow, Herbert.** An absolute intelligence scale: a study in method. Journal of applied psychology, 3: 118-37, June 1919.
 A study of a series of group tests as regards their value: "(1) In classifying children of grade school age according to mental ability; (2) in the construction of a scale of absolute intelligence units; (3) in comparing the *more or less* with the *all or none* method of scoring; and (4) in a system of weighting, which is neither arbitrary nor determined by subjective evaluation of the tests used, but which is logical in its origin and automatic in its application."
1186. **Buckner, Chester A.** Educational diagnosis of individual pupils; a study of the individual achievements of seventy-two junior high school boys in a group of eleven standardized tests. New York city, Teachers college, Columbia university, 1919. 93 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 98)
1187. **Cohen, I. David.** One hundred boys who left school to go to work. Educational foundations, 30: 571-87, July 1919.
 Earlier installments of this study have appeared in previous issues of this magazine. This paper describes the tests used, results obtained, and the interpretation of the results.
1188. **Courtis, S. A.** Measuring the effects of supervision in geography. School and society, 10: 61-70, July 19, 1919.
 Results of tests in geography given in the schools of Detroit, Mich., showing the effects of supervision.
1189. **Foote, John M.** Silent reading in rural and village schools. Baton Rouge, Ramires-Jones printing co., 1919. 20 p. 8°. (Louisiana. State department of education. Bulletin no. 9, July 1, 1919)
 Selected references: p. 20.
 Results of tests in silent reading given to the pupils of 96 schools located in 15 parishes in Louisiana.

1190. **Frasier, George W.** A comparative study of the variability of boys and girls. *Journal of applied psychology*, 3: 151-55, June 1919.
Study based on tests of 62,219 thirteen-year-old boys and girls in 20 cities. Girls seem to make better school progress than boys. From the standpoint of variability data point clearly to the conclusion that no sex differences are shown.
1191. **Fretwell, Elbert Kirtley.** A study in educational prognosis. New York city, Teachers college, Columbia university, 1919. 55p. 8°. (Teachers college, Columbia university. Contributions to education, no. 99)
1192. **Gaw, Esther Allen.** Music tests. *Iowa alumnus*, 16: 248-50, May 1919.
1193. **Hunkins, R. V.** An experiment in column versus dictation spelling. *Elementary school journal*, 19: 689-99, May 1919.
Wallin tests and Ayres scale tests described. Says that children spell more poorly in dictation work than they do in column and they probably spell still more poorly in ordinary written work.
1194. **Minnick, J. H.** Mathematical tests—their relation to the mathematics teacher. *Mathematics teacher*, 11: 199-205, June 1919.
Object of paper is to discuss mathematical tests in their relation to the classroom teacher.
1195. **Moore, B. C.** Age scale methods of measuring intelligence. *Journal of experimental pedagogy* (London) 5: 78-97, June 5, 1919.
Describes tests with the Binet and Goddard mental tests. Illustrated with graphs.
1196. **Rogers, Agnes L.** Tests of mathematical ability—their scope and significance. *Mathematics teacher*, 11: 145-64, June 1919.
General discussion of tests of mathematical ability. Bibliography, p. 163-64.
1197. **Sandiford, P.** Examinations or intelligence tests. *School* (Toronto) 7: 641-45, June 1919.
Says that intelligence tests suffer a serious drawback. "Being *short and tricky* they are extremely susceptible to coaching, deliberate or casual, which may lead to absolutely erroneous diagnoses." However, there is a place for such tests in school, provided they are given in "a uniform manner and the results of them are interpreted in a strictly scientific manner." They help teachers to grade pupils properly.
1198. **Terman, Lewis M.** The intelligence of school children; how children differ in ability; the use of mental tests in school grading and the proper education of exceptional children. Boston, New York [etc.] Houghton Mifflin company [1919] xxii, 317p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)
1199. **Thomson, Godfrey H.** The proof or disproof of the existence of general ability. *British journal of psychology*, 9: 321-44, May 1919.
Discusses the psychology of mental tests, etc.
1200. **Thurston, L. L.** Mental tests for college entrance. *Journal of educational psychology*, 10: 129-42, March 1919.
Tests made on freshmen of the Margaret Morrison Carnegie school of Carnegie Institute of technology, Pittsburgh, Pa.
1201. **Todd, John W.** The growth of psychological tests. *Quarterly journal of the University of North Dakota*, 9: 385-401, July 1919.
1202. **Wallin, J. E. W.** The value of the intelligence quotient for individual diagnosis. *Journal of delinquency*, 4: 109-24, May 1919.
Mental tests for feeble-minded.

1203. **Wembridge, Eleanor B. and Gabel, Priscilla.** Multiple choice experiments applied to school children. *Psychological review*, 26: 294-99, July 1919.

Mental tests applied to 60 children in the public schools.

SPECIAL METHODS OF INSTRUCTION.

1204. **Andrews, E. V., comp.** Dramatization in the grades; list of fables, fairy tales, and historical events which have been dramatized. Boston, Mass., The F. W. Faxon company, 1919. 32p. 8°. (Michigan state normal college, Ypsilanti. Library bulletin no. 4)
1205. **Burrall, Jessie L.** Sight-seeing in school; taking twenty million children on a picture tour of the world. *National geographic magazine*, 35: 489-503, June 1919.

By the chief of school service of the National geographic society on the use of pictures from the National geographic magazine in schools.

1206. **Fryberger, Agnes Moore.** The educational value of the phonograph. *School education*, 33: 26-29, May 1919.

Abridged from "Listening lessons in music" published by Silver, Burdett and company.

1207. **Kennedy, John.** The uplift of individual instruction. *Ungraded*, 4: 184-90, May 1919.

Address at the Albany meeting of the University convocation of the State of New York.

The principles of individual instruction and the workings of the system.

1208. **Morse, Katherine.** An experiment in supervised study. *English journal*, 8: 355-62, June 1919.

A library-laboratory experiment in supervised study undertaken at the New York training school for teachers.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

1209. **Bobbitt, Franklin.** Reading in the elementary schools of Indianapolis: the reading materials. *Elementary school journal*, 19: 665-88, 741-61, May, June 1919.

Fifth paper of series gives list of required reading in schools of Indianapolis. Sixth paper discusses hygiene and sanitation; myth, fancy and fairy tales; literary readings, etc. Makes recommendations for upper grades. Criticises the schools because there is too much teaching, and not enough reading on the part of the pupils.

1210. **Household, H. W.** Report on the P. N. E. U. experiment in Gloucestershire [England]. *Parents' review* (London) 30: 361-77, May 1919.

Improvement in children's vocabulary and literary appreciation obtained through a reading scheme.

SPELLING.

1211. **Horn, E. and Ashbaugh, E. J.** The necessity of teaching derived forms in spelling. *Journal of educational psychology*, 10: 143-52, March 1919.

Gives tables showing the difference between root and derived forms in accuracy of spelling.

1212. **Washington educational association.** Annual . . . for the year 1918, containing the report on spelling by Dr. Clifford Woody. [Seattle, Wash., 1919?] 90p. 8° (O. C. Whitney, secretary, Tacoma, Wash.)

Results of a spelling investigation within the state of Washington conducted by a committee of the Washington educational association.

1213. **Zirbes, Laura.** An experimental evaluation of method in spelling. Elementary school journal, 19: 778-98, June 1919.

Discusses the experimental evaluation of a method of teaching spelling to fourth-grade pupils.

LITERATURE.

1214. **Francis, Brother L.** The English classics in our high schools. Catholic school journal, 19: 135, 144, June 1919.

The importance of studying the classics.

1215. **Sévrette, Gaston.** La poésie dans l'éducation. Éducation, 10: 326-31, December 1918.

Bibliographie: p. 331.

ENGLISH AND COMPOSITION.

1216. **Ewalt, Clara C.** The school magazine and newspaper. English leaflet, 19: 1-7, June 1919.

In favor of the weekly newspaper for high schools rather than the monthly magazine.

1217. Inter-mountain educator, vol. 14, no. 9, May 1919. (Inland empire council of English number)

Contains: 1. O. B. Sperlin: Minimal essentials in English, p. 4-8. 2. Preliminary report of the committee on high-school English, p. 8-16. 3. Lillian Smith: Minimum essentials in elementary English in the grades, p. 18-23.

1218. **Jennings, Florence H.** Elementary English and the high school. Educational review, 58: 8-14, June 1919.

Urges cooperation between the eighth grade and high school teacher in the teaching of English language and literature.

1219. **Mahoney, John J.** Standards in English; a course of study in oral and written composition for elementary schools. rev. ed. Yonkers-on-Hudson, N. Y., World book company, 1919. xi, 198 p. 12°. (School efficiency monographs)

1220. **Moore, Ennie E.** A quantitative study of oral English in the primary grades. Teachers college record, 20: 265-74, May 1919.

1221. **Pendleton, Charles S.** Panaceas—particularly in the teaching of English. Wisconsin journal of education, 51: 126-31, May 1919.

Speaks of the many so called cure-alls in teaching English.

1222. **Stratton, Eleanor.** Bibliography for high school teachers of English. High school journal, 2: 135-40, 153-56, May 1919.

MODERN LANGUAGES.

1223. **Barrell, Joseph.** The place of modern languages in research, particularly in geological research. Scientific monthly, 8: 481-95, June 1919.

A study based on a questionnaire sent to members of the Geological society of America, to test the value of modern languages in geological research.

1224. **Bridge, G. F.** Why are not modern languages respected? Journal of education (London) 51: 534-36, August 1919.

An inquiry into the reasons why modern languages are not regarded as an instrument of the highest intellectual training, as the classics are.

1225. **Grummann, Paul H.** Cultural values in modern language instruction. Journal of education, 89: 564-66, May 22, 1919.

1226. **Pioli, G.** L'insegnamento del Tedesco negli Stati Uniti, in Inghilterra ed in Francia. Coltura popolare, 9: 888-91, May 1919.

1227. **Weill, Georges.** Notes historiques sur l'enseignement des langues vivantes. *Revue universitaire*, 28: 337-46, May 1919.

On the history of modern language teaching in France.

ANCIENT LANGUAGES.

1228. **Arms, S. Dwight.** The new syllabus in Latin. *Journal of the New York state teachers' association*, 6: 121-26, May 1919.

The new syllabus in Latin for the schools of New York state.

1229. **Brackett, H. D.** Greek in the public high school. *School and society*, 10: 181-87, August 16, 1919.

Discusses the desirability and possibility of retaining or reviving Greek in the curriculum of the public high schools, or in some of them. The article inquires further what must be done to restore Greek, if this be desirable and possible. The writer says in conclusion that the disappearance of Greek in our smaller towns is natural and inevitable. In larger towns and cities, it can and should be retained just so far as there exists for it a reasonable demand.

1230. **Bridge, Josiah.** The one and the many. *Classical journal*, 14: 570-77, June 1919.

Advocates the study of Greek in the high schools.

1231. **Burr, A. W.** Is one or two years' study of Latin worth while? *Journal of education*, 90: 3-4, July 3, 1919.

Suggests changes in the ends and methods in Latin teaching so as to better serve the twentieth century needs of the boy and girl.

1232. **Charnwood, Lord.** The humanities in education. *Living age*, 302: 37-41, July 5, 1919.

Reprinted from the *Anglo-French review*.

Discusses the position of the classics in the schools of England.

1233. **Cooper, Lane.** Patterns. *School and society*, 9: 643-50, May 31, 1919.

An address delivered at the dinner of the Society of Phi Beta Kappa in the University of Pennsylvania, Houston Hall, March 21, 1919.

Advocates the reading of Plato by undergraduates. Says no other single means will so quickly and effectively reproduce an organized mind in our American graduate as the study of Plato.

1234. **Great Britain. Ministry of reconstruction.** The classics in British education. London, H. M. Stationery office, 1919. 20p. 8° (Reconstruction problems. Pamphlet no. 21.)

This pamphlet says that in every educational area there should be facilities for the learning of Latin and Greek, and that boys and girls who show signs of linguistic capacity and literary taste should have these gifts encouraged. The classics are a heritage to be cherished, not to the exclusion of other worthy and necessary subjects, but as an essential element with them in the full culture on which a noble national life can be nurtured and maintained.

1235. **The great laboratory.** *Nation*, 109: 163, August 9, 1919.

This editorial on the study of Greek characterizes "the Greek world as a laboratory in which, better than almost anywhere else in history, we may study human beings vividly and rationally engaged in the conduct of human life."

1236. **Harrop, Arthur Henry.** Latin and Greek as "first aids" in the study of psychology. *American schoolmaster*, 12: 211-19, May 1919.

Shows the Greek origin of a number of psychological terms in general use.

1237. **Irland, Frederic.** High schools and classics. *Atlantic monthly*, 124: 47-53, July 1919.

Shows how high school training in Latin and Greek assists in a correct understanding of English words.

1238. Joliet, L. *L'étude des langues anciennes*. Revue universitaire, 28, tome 2: 5-12, June 1919.

Discusses the following three questions: Is it a good thing to study the ancient languages, and why? Who ought to study them? How should it be done? Author shows that experience proves the value of regulated study of the classics in secondary education.

1239. Showerman, Grant. Measuring the immeasurable. Nation, 109: 11-12, July 5, 1919.

The classics belong to the liberal arts. The writer of this article contends that we do not and can not measure accurately and immediately in the liberal arts as we do in the technical and professional subjects. Therefore teaching of the classics can not be based upon "measured and verified results."

1240. Smith, Charles Forster. Finding lads o' pairts. Unpartizan review, originally the Unpopular review, 12: 159-72, July-September 1919.

In this article the writer tells of some of the students of exceptional ability whom he discovered during his career as a college and university professor of classics.

1241. Stevenson, John J. Classics. School and society, 10: 163-66, August 9, 1919.

Some popular impressions of the value of the classics.

1242. Watson, Foster. The classics and democracy. Nineteenth century, 85: 927-42, May 1919.

Discusses the value of classical training in the future education of great democracies.

SOCIAL SUBJECTS.

1243. Hedgcock, Frank A. Advanced courses in modern studies. Journal of education (London) 51: 369-71, June 1919.

Writer says that the subjects to be included in the course of modern studies are: (1) a modern language of western Europe, with its literature; (2) the history relevant to that language, with the history of Great Britain and the United States; (3) the study, carried to a less advanced stage, of a second language, or that of English literature. The main language chosen will generally be French; the second language in many cases will be German.

GEOGRAPHY.

1244. Cooper, Clyde E. The rising value of geography and the immediate needs of the subject. Inter-mountain educator, 14: 26-34, April 1919.

Read before the Inland Empire teachers' association, April 1919.

Gives suggestions as to what geography should cover in the first eight grades.

SCIENCE.

1245. DeBrath, Stanley. Education by science. Living age, 302: 354-59, August 9, 1919.

Reprinted from the Cornhill magazine. An answer to an article on Education by the humanities, printed in Living age, April 5.

Writer concludes that for a truly democratic education we must recognize the fact that there are among artisans hundreds of children with brains as good as those of any other social class, and give them both wings of the mind—humanism and science.

1246. Metcalf, Maynard M. The scientific spirit. Science, 49: 551-58, June 13, 1919.

Discusses science in its relation to sociological and economic phases of life in the United States.

MATHEMATICS.

1247. Fletcher, W. H. Concrete geometry in the junior high school. School review, 27: 441-57, June 1919.

Applications of geometry in everyday life. Greatest result obtained is a broader conception of space relations.

1248. **Howard, Basil A.** The teaching of geometry to first-year pupils. *Mathematical gazette* (London) 9: 317-21, June 5, 1919.
1249. **Ingels, Nelle L.** A statistical study in correlation of efficiency in secondary mathematics and efficiency in other high school branches. *Mathematics teacher*, 11: 172-76, June 1919.
The sources of information of this study were the records of the Greenville high school and the records of the preparatory department of Greenville college, Illinois, from 1908 to 1917.
1250. **Paddock, Clarence E. and others.** Some suggestions for courses in mathematics for non-college preparatory students. *Mathematics teacher*, 11: 165-71 June 1919.
Report presented at the meeting of the Association of teachers of mathematics in New England, May 3, 1919.

MUSIC.

1251. **Erb, J. Lawrence.** Music in the education of the common man. *Musical quarterly*, 5: 308-15, July 1919.
The place of music in public education, the proportion of such training and the form that it should take.
1252. ——— The place of the state university in the general scheme of public school music. *School music*, 20: 28-34, May-June 1919.
Address before the Music supervisors' national conference, St. Louis, 1919.
1253. **Kroeger, E. B.** Piano instruction in the public schools. *School music*, 20: 46, 48, 50, 52, 54, May-June 1919.
Address before the Music supervisors' national conference, St. Louis, 1919.
1254. **Shields, Thomas Edward.** Vocal music in the primary grades. *Catholic educational review*, 17: 354-61, June 1919.
1255. **Tindall, Glenn M.** Organization and administration of a course in music appreciation. *School music*, 20: 40-44, 46, May-June 1919.
Address before the Music supervisors' national conference, St. Louis, 1919.
1256. **Turnbull, Edwin Litchfield.** Music an important factor in the modern university. *Johns Hopkins alumni magazine*, 7: 231-40, June 1919.
A survey of musical work in universities and colleges.

ELOCUTION.

1257. **Herring, Mrs. Bertha Forbes.** The making of a modern minnesinger. *English journal*, 8: 363-73, June 1919.
Read before the Chicago branch of the National story-tellers' league, March 4, 1916.
The oral-expression department of the Hyde Park high school, Chicago, and its attempt to improve the speech and bearing of the young people who come within its sphere of influence.
1258. **Smith, Bromley.** Vocabulary building. *Quarterly journal of speech education*, 5: 202-11, May 1919.
1259. **Woolbert, Charles H.** Persuasion: principles and method. *Quarterly journal of speech education*, 5: 212-38, May 1919.
Third paper of series. The psychology of public speaking.

KINDERGARTEN AND PRIMARY SCHOOL.

1260. **Abbott, Julia Wade.** What educational results of the kindergarten may not be measured? *Kindergarten and first grade*, 4: 224-36, June 1919.
Address at the Kindergarten session of the Department of superintendence, N. E. A., Chicago, 1919.
Art appreciation, social cooperation, and the development of morale in the kindergarten.

1261. **Claremont, Claude A.** The Montessori apparatus. *Child*, 9: 436-39, July 1919.

Says the principle of freedom of the Montessori method is generally being accepted, while the Montessori apparatus is being rejected. Shows the place of the apparatus in Dr. Montessori's system.

1262. **The Cora L. Williams institute for creative education, Berkeley, Calif.** Monthly bulletin, vol. 1, no. 1-3, March-May 1919.

No. 1. The new education a biologic need, 8 p.—No. 2. Education through the contacting of minds, 8 p.—No. 3. What pedagogy has to learn from the mother, 8 p.

1263. **Horace Mann studies in primary education.** Teachers college record, 20: 205-28, May 1919.

Materials and activities in the second grade, by Mildred I. Batchelder, p. 205-10.—Materials and activities in the third grade, by M. Julia Detraz, p. 210-18.—Experimental measurements, by W. A. McCall, Clara F. Chassell, Leta S. Hollingworth and others, p. 218-28.

1264. **Temple, Alice.** What educational results of kindergarten training may be measured? Kindergarten and first grade, 4: 220-24, June 1919.

What has already been done along the line of measuring the work of the kindergarten and the opinions of experts in education on the desirability and possibility of accurate measurement of the results of kindergarten training.

RURAL EDUCATION.

1265. **Conference on rural education, State normal school, Worcester, Mass.** Seventh annual convention, 1919. *Education*, 39: 589-656, June 1919.

Contains: 1. W. P. Aspinwall: A square deal for every child in the Commonwealth. Abstract of the address of welcome, p. 589-92. 2. F. W. Wright: The welfare of every child is the concern of the Commonwealth, p. 593-600. 3. Mabel Carney: Significant movements in middle west. A summary, p. 601-604. 4. G. D. Chamberlain: Review of Massachusetts educational survey, p. 606-17. 5. L. A. Averill: Testimony that challenges (Reasons why teaching in the rural districts is unattractive) p. 618-27. 6. J. J. Mahoney: The importance of state aid to the future citizenship of the Commonwealth, p. 628-34. 7. Hannah P. Waterman: Opportunities dependent upon other than local support, p. 635-40. 8. G. B. Churchill: The state's responsibility for reconstruction in education, p. 641-56.

1266. **National country life conference.** Proceedings of the first conference, Baltimore, 1919. 238p. 8°. (Dwight Sanderson, secretary, Ithaca, N. Y.)

Contains: 1. H. W. Foght: The present crisis and future needs of rural education. Report of committee on means of education, p. 51-58. 2. A. B. Graham: Supplementary report on adult education, p. 64-67. 3. W. H. Wilson: Report of the subcommittee on moral and religious education, p. 92-94. 4. E. C. Lindeman: The new appreciation of play and recreation in rural life. Report of the committee on rural recreation, p. 95-108. 5. C. J. Galpin: Investigation and teaching of rural social problems. Report of committee on rural sociology in schools and colleges, p. 124-26.

1267. **Culter, H. M.** The reorganization of the district rural school system. *School and society*, 10: 37-43, July 12, 1919.

Remedies for the one-teacher school with particular reference to conditions in Kansas.

1268. **Dewey, Evelyn.** New schools for old; the regeneration of the Porter school. New York, E. P. Dutton & company [1919]. xi, 337 p. plates. 12°.

In this volume Miss Dewey, daughter of Prof. John Dewey of Columbia, describes the regeneration of a small and isolated rural school at Porter, near Kirksville, Mo., through the devotion and energy of its teacher, Mrs. Marie Turner Harvey, who made it the center and mainspring of community life and endeavor.

1269. **Douglass, Harlan Paul.** The little town, especially in its rural relationships. New York, The Macmillan company, 1919. ix, 258p. plates. 12°.

Select bibliography: p. 245-53.

Contains much material relating to schools, libraries, and other means of public education in the village.

1270. **Foote, John M.** Advancement of pupils through the grades in rural schools. Baton Rouge, 1919. 12p. 8°. (Louisiana. Department of education. Bulletin no. 8.)

Selected references: p. 12.

1271. **Mardis, S. K.** Literacy, a measure of elementary school efficiency. Ohio teacher, 39: 367-70, May 1919.

Speaks particularly of conditions in Ohio. Suggests changes in the rural schools that would make them more efficient.

1272. **Turnor, Christopher H.** New movements in rural education. London, Society for promoting Christian knowledge, 1919. 24p. 12°. (Rural problems series, ed. by C. H. Turnor.)

1273. **Waters, Henry J.** Educational readjustment from the farmer's standpoint. School and society, 10: 151-55, August 9, 1919.

Read at the general session of the Milwaukee meeting of the National education association.

A plea for the farm children—that they should have an equal opportunity with town children in getting an education.

1274. **Williams, Alvora P.** The city teacher in the country school. Popular educator, 36: 428-29, 472, 474, April 1919.

The teacher and her environment, the teacher and the powers-that-be, parents and pupils, the "native" teacher and her success. Reasons for the apparent lack of success of many rural school teachers.

1275. **Winship, A. E.** Intensify by rotation. Journal of education, 89: 650-52, June 12, 1919.

Vitalizing rural education by the rotation of subjects. Prof. Holden's plan.

SECONDARY EDUCATION.

1276. **Association of colleges and secondary schools of the Southern states.** Commission on accredited schools. Report. . . Athens, Ga., 1919. 18 p. 8°. (Bulletin no. 6, April 1919)

Reprinted from High school quarterly, April 1919.

1277. **Donnelly, Francis P.** A federal revolution in the high school. Catholic world, 109: 331-37, June 1919.

A criticism of reports on secondary education issued by the Government representing the views of the National education association, etc.

1278. **Lowell, Clifford E.** The functions of a department head in a modern high school. American school board journal, 59: 31-33, July 1919.

1279. **Newlon, Jesse H.** Standards of high school administration. Nebraska teacher, 21: 443-46, June 1919.

Thinks high school work should be measured by two great standards, first, the standard of democracy, and second, the standard of scientific management. Says "Scientific management, effective methods, cooperation, will be the key words of the future in high school administration."

1280. **Smith, Lewis W.** The high school faculty meeting. School review, 27: 426-40, June 1919.

Importance of the high school faculty meeting as a factor in effective high school administration, Thornton township high school, Harvey, Ill.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

- 1281. National society for the study of education.** The professional preparation of high-school teachers. Bloomington, Ill., Public school publishing company, 1919. 372 p. 8°. (*Its Eighteenth yearbook, Part I.*)

Contains: 1. H. L. Miller: The University of Wisconsin plan for the preparation of high-school teachers, p. 7-165. 2. T. W. Gosling: The selection and the training of teachers for junior high schools, p. 167-89. 3. S. S. Colvin: The lesson plan and its value to the student-teacher, p. 190-212. 4. L. V. Koos and Clifford Woody: The training of teachers in the accredited high schools of the state of Washington, p. 213-57. 5. S. S. Colvin: The most common faults of beginning high-school teachers, p. 262-72. 6. G. N. Cade and W. S. Gray: Objective studies of the achievements of training-school and public school pupils in the freshman year of the high school, p. 273-91. 7. A. R. Mead: Methods of selection and supervision of practice teachers, p. 292-344. 8. Bibliography on the training of high-school teachers, p. 355-58.

- 1282. Baker, George Marshall.** Texts on textbooks. American school board journal, 59: 48-50, August 1919.

Thinks that teacher-training departments should put more emphasis on the critical evaluation of text-books in the fields for which they are preparing teachers. Suggests a score card for the evaluation of text-books for secondary use.

- 1283. Carnegie foundation for the advancement of teaching.** Thirteenth annual report of the president and of the treasurer. New York city, 1918. 162 p. 4°.

CONTENTS.—Pt. I. The business of the year.—Pt. II. The inauguration of the contributory system.—Pt. III. Present day pension problems.—Pt. IV. Educational enquiry.—Pt. V. De mortuis.

- 1284. Cattell, J. McKeen.** Carnegie pensions. New York and Garrison, N. Y., The Science press, 1919. 253 p. 12°.

This book contains several articles on the Carnegie foundation written by J. McKeen Cattell, including extracts from 214 letters by university and college professors; an article on the history of the foundation by Joseph Jastrow, and the reports of the committee on pensions and insurance of the American association of university professors.

- 1285. Claxton, Philander Priestley.** Recent facts on teachers' salaries. School life, 2: 14, June 1, 1919.

Contains the maximum and minimum salaries of teachers in 1919 in cities of over 100,000 population.

- 1286. Coburn, W. G.** How may the preparation of teachers for American public schools be made worthy of a great democracy? Journal of the New York state teachers' association, 6: 184-88, June 15, 1919.

The preliminary preparation of teachers and some changes which would make the teaching profession more efficient and satisfactory.

- 1287. Davis, C. O.** Problems involved in practise teaching. School and society, 10: 143-48, August 2, 1919.

Shows the actual conditions and practises in respect to the preparation of teachers as found in 1,032 public high schools accredited by the North central association of colleges and secondary schools in 1917.

- 1288. Family finances of the young professor; by the professor.** Atlantic monthly, 124: 232-37, August 1919.

The story of the income and expenses of a young university professor during his first four years of professional duty, with morals to be drawn therefrom.

- 1289. Ireland, R. P. S. O. S.—teachers' salaries.** American school board journal, 59: 39-40, July 1919.

The seriousness of the present situation in respect to the shortage of teachers.

1290. **Keith, John A. H.** Adequate compensation for teachers in normal schools. *Journal of the New York state teachers' association*, 6: 159-64, June 1919.
1291. **Landsittel, Frederick C.** Study of teaching; an observation record book. Chicago, New York, Scott, Foresman and company [1919] 147p. 8°.
1292. **Lee, Arthur.** How to judge a teacher. *Journal of education*, 89: 568-70, May 23, 1919.
The writer thinks that the essentials in judging a teacher are scholarship, skill, intellectual life, professional progressiveness, disposition, and results.
1293. **Lott, Henry C.** The content of psychology courses in teacher-training curricula. *American schoolmaster*, 12: 249-60, June 1919.
1294. **Maxum, Elsie.** The teacher's salary based on a minimum wage and modern business standards. *Journal of education*, 89: 598-99, May 29, 1919.
Teachers' salaries based on minimum wage and commercial value of labor.
1295. **New York (State) Senate.** Report of the Sub-committee on teachers' salaries. *School bulletin*, 45: 181-85, May 1919.
Contains the provisions of the new law on teachers' salaries.
1296. **Ohio consumers' league.** A comparison of teachers' salaries and opportunities with those obtaining in the business world. *American school board journal*, 59: 46-48, June 1919.
Report of study made by the Ohio consumers' league for the Cleveland board of education.
1297. **O'Shea, M. V.** Teachers' salaries. *Child-welfare magazine*, 13: 293-95, June-July 1919.
Speaks of the serious situation in respect to the shortage of teachers and the necessity for increased salaries.
1298. **Rankin, Jeanette.** Is teaching a declining trade? *Journal of education*, 89: 652-53, June 12, 1919.
Says that teaching is no longer a profession, it is a sweated industry.
1299. **Report made by the Trades and labor assembly to the Council of the city of St. Paul, Minnesota, in regard to school conditions, on March 29, 1919.** *American teacher*, 8: 126-30, June 1919.
Teaching conditions and salaries in St. Paul. The demand for greater democracy in the administration of school affairs and the need for providing for the future.
1300. **Slosson, Edwin E.** How much is a teacher worth? *Independent*, 99: 90-91, July 19, 1919.
Discusses the salaries of teachers in various parts of the country.
1301. **Twiss, George P.** A plan for rating the teachers in a school system. *School and society*, 9: 742-56, June 21, 1919.
Part of a report presented to the Ohio society of college teachers of education at its annual meeting, April 18, 1919, by its committee on the rating of teachers.
1302. **Wagner, Charles A.** Teachers and supervision. *American school board journal*, 59: 29-30, June 1919.
Some expressions of teachers as to supervision and the effects of visits from supervisors upon them.
1303. **Washington, D. C. Grade teachers' union.** Teachers' councils. A report by the Grade teachers' union of Washington, D. C., February 1919. 8p. 8°.
Gives the organization features of teachers' councils in seven cities.

1304. **Wheeler, J. T.** The improvement of teachers in service. High school quarterly, 7: 147-53, April 1919.

A discussion presented at the annual meeting of the American association for advancement of agricultural teaching, Baltimore, January 7, 1919.

HIGHER EDUCATION.

1305. **American association of collegiate registrars.** Proceedings of the ninth annual meeting. . . . Chicago, Ill., April 24-26, 1919. 160p. 8°. (Ezra L. Gillis, secretary, University of Kentucky, Lexington, Ky.)

Contains: 1. Digest of report of Committee on officers' training school courses, p. 12-17; Discussion, p. 17-21. 2. C. S. Marsh: The American army university overseas and an estimate of its work for college credit, p. 22-27. 3. C. H. Judd: Some possible contributions of registrars to the solution of educational problems, p. 28-37; Discussion, p. 38-40. 4. R. L. Kelly: Some suggestions of college presidents, p. 51-60; Discussion, p. 60-62. 5. C. E. Friley: Some war benefits for the registrar, p. 63-71; Discussion, p. 71-73. 6. C. M. McConn: A study of a uniform registration procedure, p. 85-91. 7. K. C. Babcock: The efficient dean—from a dean's point of view, p. 98-106. 8. W. D. Hiestand: The semester vs. the quarter plan, p. 108-10. 9. E. R. Newby: Some sidelights on the S. A. T. C., p. 122-30. 10. W. V. Bingham: The use of the army intelligence examination in university administration, p. 133-41. 11. E. J. Grant: The new plan for admission at Columbia, p. 142-45.

1306. **American association of university professors.** Bulletin, vol. 5, no. 5, May 1919.

Contains Report of Committee on academic freedom: 1. Statement on the case of Professor Louis Levine of the University of Montana, p. 13-25. 2. Report of enquiry into conditions at Bethany college, p. 26-61.

1307. **Association of American universities.** Journal of proceedings and addresses of the twentieth annual conference held at Harvard university, December 4-5, 1918. 129p. 8°. (David A. Robertson, secretary, University of Chicago, Chicago, Ill.)

Contains papers and addresses on (1) The organization and international relationship of universities and colleges, p. 31-57; (2) The effect of the war on education, p. 58-76; (3) The future place of the humanities in education, p. 76-106; (4) Problems presented by Students' army training corps, and the future military training of students, p. 106-29.

1308. **Association of colleges and preparatory schools of the middle states and Maryland.** Proceedings of the thirty-second annual convention. . . . Princeton, N. J., November 29-30, 1918. Pub. by the Association, 1919. 77p. 8°. (George W. McClelland, secretary, University of Pennsylvania, Philadelphia, Pa.)

Contains: 1. N. M. Butler: Education after the war, p. 7-21, Discussion, p. 21-25. 2. F. C. Frederick: The college after the war, p. 26-29. 3. J. H. Denbigh: The school after the war, p. 29-37. 4. Eleanor L. Lord: The new woman in the new world, p. 45-53. 5. J. G. Hibben: Our responsibilities in the new world, p. 53-62. 6. F. Baldensperger: Idealism in a practical life, p. 62-68.

1309. **National association of state universities in the United States of America.** Transactions and proceedings . . . annual meeting held at Chicago, Ill., November 11-12, 1918. Lexington, Ky., Transylvania printing co. [1919] 205p. 8°. (Frank L. McVey, secretary, University of Kentucky, Lexington, Ky.)

Contains: 1. G. P. Benton: State universities and the educational challenge of to-morrow, p. 28-31. 2. T. P. Kane: The effect of the war on language instruction, p. 120-29. 3. E. J. James: The national university in view of present conditions, p. 129-36. 4. S. P. Capen: The Bureau of Education and the war, p. 138-46. 5. Clyde Furst: Annuities and insurance for college teachers, p. 147-58. 6. P. L. Campbell: The proposed federal department of education, p. 162-68. 7. B. I. Wheeler: The state universities as a factor in American life, p. 169-80. 8. Brief addresses by members of the British universities mission, p. 181-94.

1310. **Bess, Elmer Allen.** A modern mission of the small college. *School and society*, 9: 667-73, June 7, 1919.
1311. **Campbell, C. Macfie.** The responsibilities of the universities in promoting mental hygiene. *Mental hygiene*, 3: 199-209, April 1919.
 Says that many mental disorders are due to "a poor and unhealthy attempt of the individual to adjust himself to the actual difficulties in his life." Duty of the college to inform its students of the fundamental problems of human life.
1312. **Capen, Samuel P.** The colleges in a nationalized educational scheme. *School and society*, 9: 613-18, May 24, 1919.
 Address delivered at the inauguration of President James L. McConaughy, Knox college, April 30, 1919.
1313. **Coulter, John M.** The new day and generation. Call of the times is more than ever for college education. *Continent*, 50: 919-20, July 31, 1919.
 The need of a higher general level of education as demonstrated by the stress of war and the problems of reconstruction.
1314. **Davenport, Frederick M.** College men in the war: a typical victory commencement tribute offered at the exercises at Hamilton college, June 16, 1919. *Outlook*, 122: 323-24, June 25, 1919.
1315. **Hilton, Henry H.** Modification of business methods for our educational institutions. *Journal of education*, 90: 87-90, July 24, 1919.
 Some suggestions for improving the business methods of our colleges and universities.
1316. **Kennedy, Joseph.** The Rhodes scholarship. *School and society*, 9: 763-67, June 28, 1919.
 Suggests the probable factors at work tending to defeat the aims of the Rhodes scholarships.
1317. **Lippincott, Horace Mather.** The University of Pennsylvania, Franklin's college, being some account of its beginnings and development, its customs and traditions, and its gifts to the nation. Philadelphia & London, J. B. Lippincott company, 1919. 248 p. plates. 8°.
1318. **McConaughy, James L.** The future of the college in the middle west. *School and society*, 9: 607-13, May 24, 1919.
 Inaugural address delivered at Knox college, April 30, 1919.
 Thinks that there is no necessity for competition between college and university today; each has its own field, its own methods, its own ideals. The university must teach chiefly about things; the college must teach chiefly about men. The college should stress character training, breadth of vision; and mental mastery.
1319. **McKibben, Frank P.** The colleges and the war. *Bulletin of the Society for the promotion of engineering education*, 9: 363-88, May 1919.
 CONTENTS.—College training and the war.—Colleges can be improved.—Depletion of colleges due to the war.—The course of study.—Students' army training corps.
1320. **Mann, Albert, jr.** Art and the colleges. *American magazine of art*, 10: 347-49, July 1919.
 Advocates art courses in colleges.

- 1321. Moore, Clifford H.** College education as tested by war, Harvard alumni bulletin, 21: 762-64, June 12, 1919.

The writer says that if there is one thing which the war has proved it is that the liberal type of training is often the most practical. Shows how the college men made good in the war.

- 1322. Oliveira Lima, M. de.** Dr. Oliveira Lima's impressions of Harvard university. Bulletin of the Pan American union, 48: 397-407, April 1919. illus.

A free translation of a lecture given in August, 1918, in the University of La Plata, Argentina, by Dr. M. de Oliveira Lima, Brazilian historian and diplomat, concerning his professorship at Harvard university.

- 1323. Padelford, Frederick Morgan.** The American university of to-morrow. School and society, 9: 757-63, June 28, 1919.

A paper read at the quarter centennial celebration of the administration of Stephen B. L. Penrose as president of Whitman college.

- 1324. Richtmyer, F. K.** Sigma Xi and the future. Science, n. s., 50: 75-81, July 25, 1919.

Reviews the history of the fraternity, which was organized at Cornell university in 1886. Gives origin, development, and activities of the society.

- 1325. Shipley, A. E.** The university in North America. Edinburgh review, 229: 310-25, April 1919.

Reprinted in Living age, 301: 608-18, June 7, 1919.

- 1326.** Should more supervision be given college freshmen. High school quarterly, 7: 159-67, April 1919.

A symposium.

- 1327. Van Dyke, Paul.** La vie universitaire aux Etats-Unis. Revue internationale de l'enseignement, 39: 165-75, May-June 1919.

A lecture delivered in Paris by the secretary of the American university union.

- 1328. Van Wagenen, M. J.** Has the college student reached his mental maturity when he enters college? School and society, 9: 663-66, May 31, 1919.

- 1329. Yale university.** Report of the committee on educational policy to the Yale corporation, March 17, 1919. New Haven, Printed for Yale university, 1919. 30 p. 8°.

SCHOOL ADMINISTRATION.

- 1330. National education association of the United States.** Department of superintendence. [Addresses delivered at the Chicago meeting, 1919] Journal of the National education association, 3: 559-663, May 1919.

Contains: 1. D. B. Waldo: Adequate compensation for teaching service in public schools, p. 570-75. 2. W. C. Bagley: Training of teachers, p. 575-80. 3. H. S. Weet: Necessity and difficulties of supervision in a city school system, p. 580-82. 4. Sallie Hill: Defects of supervision and constructive suggestions thereon, p. 583-86. 5. A national program for education [by] J. H. Beveridge, p. 586-91; [by] C. N. Kendall, p. 591-93; [by] E. J. James, p. 593-99; [by] G. D. Strayer, p. 599-601. 6. W. H. Carothers: War savings, p. 601-603. 7. J. W. Studebaker: The Red cross and the schools, p. 603-7. 8. L. D. Coffman: Educational service, p. 607-11. 9. G. S. Ford: The schools as they have affected government activities, p. 615-18. 10. E. L. Miller: What the war should do for our methods in English, p. 618-21. 11. S. B. Harding: What the

war should do for our methods in history, p. 621-24. 12. J. P. Goode: What the war should do for our methods in geography, p. 624-28. 13. W. B. Guitteau: What the war should do for our methods in civics and economics, p. 628-31. 14. E. H. Arnold: What the war should do for our methods in physical education, p. 631-34. 15. R. J. Condon: Education of the immigrant, p. 634-37. 16. W. J. Bogan: What the war should do for our methods in vocational education, p. 637-41. 17. S. O. Hartwell: School expenses considered as an investment, p. 641-44. 18. E. L. Thurston: Adjustment of school hours to meet congestion and community needs, p. 644-45. 19. F. V. Thompson: Adjustments between the junior and senior high schools in Boston, p. 646-48. 20. A. B. Meredith: The adjustment of the senior school to meet new conditions, p. 648-52. 21. A. L. Hall-Quest: The three functions of the class period, p. 652-57. 22. W. S. Gray: The relation between study and reading, p. 657-63.

1331. **National society for the study of education.** Fourth report of the Committee on economy of time in education. Bloomington, Ill., Public school publishing company, 1919. 123 p. 8°. (*Its Eighteenth year-book*, Pt. II)

Contains: 1. F. N. Freeman: Principles of method in teaching writing as derived from scientific investigation, p. 11-25. 2. W. S. Gray: Principles of method in teaching reading, as derived from scientific investigation, p. 26-51. 3. Ernest Horn: Principles of method in teaching spelling as derived from scientific investigation, p. 52-77. 4. W. S. Monroe: Principles of method in teaching arithmetic, as derived from scientific investigation, p. 78-95. 5. F. C. Ayer: Present status of instruction in drawing with respect to scientific investigation, p. 96-110. 6. C. E. Seashore: The rôle of a consulting supervisor of music, p. 111-23.

1332. **Anderson, H. W.** School bonds. *American school board journal*, 59: 37, 95, July 1919.

An address delivered at the eighth annual convention of the National association of school accounting and business directors at Cleveland.

1333. **Blakeley, Paul L.** The Smith bill and Sherman's pigs. *America*, 21: 211-12, May 31, 1919.

Gives figures showing the allotment for education each state would receive if apportioned according to the internal revenue paid and the actual allotment under the Smith bill. Says that twelve Northern states, contributing more than seventy-five per cent of the entire appropriation under the Smith bill, are allowed only forty per cent for home consumption.

1334. **Boylan, William A.** The duties and responsibilities of first assistants. *Bulletin of high points in the work of the high schools of New York city*, 1: 13-18, May 1919.

Methods of supervising teachers, methods of cooperation between principals and first assistants, etc.

1335. **Davis, H. B.** Reorganization in municipal administration. *School and society*, 10: 121-27, August 2, 1919.

Some suggestions for the reorganization of municipal administration in public school education so that the best interests of modern democratic education can be conserved.

1336. **Engelhardt, N. L.** The ability of a city to furnish funds for the advancement of education within its borders. *American school board journal*, 59: 27-28, 31-32, May, June 1919.

1337. **Gosling, Thomas Warrington.** Cooperative intelligence in city school administration. *American school board journal*, 59: 29-30, August 1919.

Says that the successful superintendent of schools in the years that lie just ahead will be the man who knows how to use all the brains of the community to assist him in his administration.

1338. **Jernegan, Marcus W.** Compulsory education in the southern colonies. *School review*, 27: 405-25, June 1919.

Education of the unfortunate classes—orphans, poor, illegitimate, etc.—in colonial Virginia. Gives a tabular view of the compulsory education laws passed by Virginia (1642-1770), affecting orphans, etc.

- 1339. Loeb, Jacob M.** Cooperation between boards of education and the public. *School and society*, 10: 132-35, August 2, 1919.
Also in *American school board journal*, 59: 37-38, August 1919.
Read before the Department of school administration at the Milwaukee meeting of the National education association, July 2, 1919.
- 1340. Mangun, Vernon L.** Some uses of analysis and comparison in school finance. *American school board journal*, 59: 31-34, August 1919.
- 1341. O'Connell, William, Cardinal.** The reasonable limits of state activity. *Catholic educational association bulletin*, 15: 1-16, August 1919.
Speaks particularly of the relation of the state to education. Says the nation should suppress its tendencies towards nationalization, centralization, etc., and bring the control of education back to the parents, to whom it naturally and primarily belongs.
- 1342. Shields, Thomas Edward.** The Towner bill and the centralizing of educational control. *Catholic educational review*, 17: 326-36, June 1919.
Says in conclusion "The functions of the Bureau of education are such as rightly belong to the National government and may rightly be performed by it, but the Towner bill, seeking to utilize national funds in order to coerce the several states into compliance with the theories of a few men, is quite another matter, and should not be confounded by the public with an institution that it has long so well and favorably known."
- 1343. Smith, H. P.** What every superintendent should know about his school system. *Midland schools*, 33: 311-14, May 1919.
Shows what the superintendent should be to his board and to his community.
- 1344. Sullivan, Michael H.** State support and control of education. *School and society*, 10: 83-88, 113-17, July 19, 26, 1919.
Statement of Hon. M. H. Sullivan, chairman of the school committee of the city of Boston, at the hearing before the committee on education of the Massachusetts Legislature relative to the establishment of a general school fund.
- 1345. Tildsley, John L.** Freedom of teaching in the schools. *National civic federation review*, 4: 20, June 30, 1919.
Socialists believing in communist manifesto have no place in public school system.
From a speech before the Public education association, New York city, April 26, 1919.

SCHOOL MANAGEMENT.

- 1346. Campbell, Leonard H.** Some helps in making programs. *American school board journal*, 59: 38-40, August 1919.
Some devices for lessening the difficulties in program making.
- 1347. Driver, Leo L.** Enriching the course of study. *Pennsylvania school journal*, 67: 526-29, May 1919.
- 1348. Heck, W. H.** Comparative tests of home work and school work. *Journal of educational psychology*, 10: 153-67, March 1919.
Tests in arithmetic and English composition given in the grammar and high school grades of the public school at Harrisonburg, Virginia.
- 1349. Hill, David S.** Remaining errors in measures of retardation. *Elementary school journal*, 19: 700-12, May 1919.
Discusses the value of age-grade statistics; age-grade progress studies; methods of tabulation and investigation, etc.
- 1350. McClure, Worth.** Morals by rote? *School review*, 27: 458-64, June 1919.
Advocates pupil self-government, because of the opportunity given the pupil-citizen "for practice in doing right."

1351. **Meredith, A. B.** Principles which are to be used as guides in classifying and promoting children. High school quarterly, 7: 136-41, April 1919.

A report of a careful study made by groups of educational leaders in New Jersey.

1352. **National high school inspectors' association.** Preliminary report of the committee on the marking of pupils. High school quarterly, 7: 190-97, April 1919.

Replies to a questionnaire showing the wide difference as to the aims of grading.

1353. **Perkins, Glen O.** The question of grades. Kansas teacher, 9: 12, 14-16, June-July 1919.

Tells of a system of grading in use in the junior-senior high school of Neodesha, Kansas, based upon a distribution according to the normal frequency curve.

1354. **Roth, Almon E.** Responsibilities of student control. Stanford illustrated review, 20: 430-32, 449, June 1919.

History of student life at Stanford showing that a system of student control in which students and faculty cooperate not only stands a good chance of success but is highly desirable.

1355. **Thompson, Charles B.** Adjusting the school work to the child. Results of a survey of three Baltimore schools. Baltimore, Md., Mental hygiene society of Maryland, 1919. [16] p. 8°. (Mental hygiene society of Maryland. Publication no. 3)

This report was read at a meeting of the School board of Baltimore, May 28, 1919.

A study of retardation in three Baltimore schools, showing the number of children retarded, causes of lack of progress, etc.

1356. **Wolfson, Theresa.** Why, when, and how children leave school. American child, 1: 59-64, May 1919.

A study made from the latest school reports of representative cities.

1357. **Young, W. H.** Personal interest or social worth in elementary education? American schoolmaster, 12: 261-66, June 1919.

Shows the need for revising and modifying the elementary course of study with a view to making it of greater service and to meeting more nearly the future needs of our children as determined by the requirements of society itself.

SCHOOL ARCHITECTURE.

1358. **Cooper, Frank Irving.** Economies gained in standardizing schoolhouse plans. American school board journal, 59: 34-36, 89-90, August 1919.

Address to the National association of school accounting and business officers, Cleveland, May 9, 1919.

1359. **Earl, Edward C.** The schoolhouse. Washington, D. C., 1919. 20 p., 30 plates. 4°.

1360. **Ittner, William B.** The intermediate school. American school board journal, 59: 43-44, August 1919.

Address before the Department of school administration of the National education association, Milwaukee, 1919.

Architectural plans for the intermediate school at Buffalo, N. Y.

1361. **Rapeer, Louis W.** The consolidated rural school building. 15 p. 8°.

Reprinted from American school board journal, June 1919, and appearing as a chapter of "The consolidated rural school" to be published by C. Scribner's sons of New York.

Bulletin 2, 1919, of the Federation of American childhood.

SCHOOL HYGIENE AND SANITATION.

- 1362. Fones, Alfred C.** Report of five years of mouth hygiene in the public schools of Bridgeport, Conn. *Dental cosmos*, 61: 607-18, July 1919.
Also in *Dental items of interest*, 41: 505-12, July 1919.
Effect of mouth diseases on the retardation of school children; the toxic influence of bad teeth, etc.
- 1363. Gates Florence A.** Some health conditions existing among our high school girls. *Pedagogical seminary*, 26: 153-61, June 1919.
Data secured from over 300 girls from all classes of the Waite high school, Toledo, Ohio. Says that a common ailment is hysteria.
- 1364. Greig, Jane S. and Fitzgerald, Eileen.** The first open-air school in Australia. *School hygiene (London)* 10: 28-32, March 1919.
Describes work of the school at Blackburn.
- 1365. Harman, N. Bishop.** Sight-saving schools. *School hygiene (London)* 10: 1-14, March 1919.
Discusses the short-sighted pupil; methods of lighting schoolrooms; the necessary standard of vision, etc.
- 1366. New York. State library, Albany.** Books on health as related to the school child. . . Albany, The University of the State of New York, 1919. 30 p. 8°. (University of the State of New York bulletin. no. 679, January 15, 1919.—Bibliography bulletin 64)
- 1367. Priestley, John.** On the proper use of school medical statistics. *School hygiene (London)* 10: 15-27, March 1919.
Study based on data gathered in the schools of Staffordshire, England. Emphasizes the absolute need of dealing with the statistics of children in strictly homogeneous groups and of keeping each medical inspector's records separate from the beginning.
- 1368. Rutherford, W. B.** The organization of health work in the small city. [Eugene? Or] The University of Oregon [1919] 16 p. 8°. (University of Oregon leaflet series. Health work in cities. April 1919. Vol. 4, no. 8, pt. 2.)
Running title: A plan for school work in the small city.
- 1369. Somerset, William L.** Common eruptive diseases of school children. *Trained nurse and hospital review*, 63: 1-5, July 1919.
Lecture to school teachers given at Hunter College, May 1.
- 1370. Willis, C. Savill.** School medical work in New South Wales, Australia. *Child (London)* 9: 337-48, May 1919.
An illustrated article on medical inspection of schools; treatment of school children with physical defects.

SEX INSTRUCTION.

- 1371. Smyth, J.** Sex education for boys. *Light*, no. 129: 47-56, September-October 1919.
Address before a conference of the Workers' educational association, of New South Wales, Sydney, Australia.
The need of sex education at the present time, the agency that should undertake the work, and in what manner it should be done.
- 1372. Stevens, Mabel.** Some advantages of sex-education. *Pedagogical seminary*, 26: 162-72, June 1919.
Discusses, among other things, the effects of a Freudian sex education.

PHYSICAL TRAINING.

1373. **American physical education association.** Papers from the twenty-third convention, Chicago, Ill., April 9-12, 1919. *American physical education review*, 24: 325-52, June 1919.

Theme: Lessons from the war.

Contains addresses by Martin L. Foss, Major General Wood, William H. Burdick, Charles E. Chadsey, p. 325-41; W. S. Small: *Universal physical education: why, what, how*, p. 341-43; J. H. McCurdy: *Lessons from France*, p. 343-52.

1374. **Kindervater, A. E.** A synopsis of the course in physical training for the public elementary schools of St. Louis, Mo. *Mind and body*, 26: 97-102, May 1919.

The aim of physical training, the content of the course and classification of material.

1375. **Small, Willard S.** The nation's need of physical education. *Journal of the New York state teachers' association*, 6: 181-83, June 15, 1919.

Character of the legislation needed for a national program of physical education.

1376. **Wood, Leonard.** Physical education and national growth. *Modern medicine*, 1: 97, June 1919.

What the draft has taught.

PLAY AND RECREATION.

1377. **Elsom, J. C. and Trilling, Blanche M.** Social games and group dances; a collection of games and dances suitable for community and social use. With an introduction by Prof. M. V. O'Shea. Philadelphia and London, J. B. Lippincott company, 1919. 258 p. plates. 12°.

1378. Irreducible minimum provisions for the leisure hours of children. *Play-ground*, 13: 205-10, August 1919.

The playground and the minimum provisions that should be made in respect to equipment, leadership, etc.

SOCIAL ASPECTS OF EDUCATION.

1379. **Bevier, Louis.** Student activities and success in life. *Educational review*, 58: 1-7, June 1919.

Discusses the relation of student activities to scholarship.

1380. **Davis, Albert S.** Systematic school welfare work. *American school board journal*, 59: 33-34, 97, June 1919.

A plea for more direct sympathetic supervision over the students' outside activities.

1381. **Finney, Ross L.** Education as a factor in social progress. *Educational review*, 58: 39-58, June 1919.

Says that progress depends upon a wide popular distribution of knowledge, instead of an aristocratic learning for the few.

1382. **Lull, H. G.** Socializing school procedure. *American journal of sociology*, 24: 681-91, May 1919.

Discusses the social organization of the regular activities of the school.

1383. **McKeever, William A.** Man and the new democracy. New York, George H. Doran company [1919] 250 p. 12°.

- 1384. Mackenzie, J. S.** Outlines of social philosophy. London, George Allen & Unwin, Ltd.; New York: The Macmillan company [1918] 280 p. 8°. (Added t.p.: Studies in economics and political science, ed. by the Hon. W. Pember Reeves. No. 52 in the series of monographs by writers connected with the London school of economics and political science.)

Book II, Chapter II, p. 94-108, is entitled Educational institutions. Book III, Chapter III, p. 227-40, is on The place of culture.

- 1385. Oakland, Cal. Board of education.** Oakland schools. The socialized school at work as an agency in training for citizenship. Report of the superintendent of schools, 1917-18. Oakland, Cal., Board of education, 1919. 353 p. 8°.

- 1386. Stivers, Samuel A.** What a school may mean to a community. American school, 5: 171-73, June 1919.

The principal of the Detroit street school, Milwaukee, describes some of the things which have made his school a remarkable influence in its (Italian) community.

- 1387. Weeks, Ruth Mary.** Socializing the three R's. New York, The Macmillan company, 1919. 182 p. 12°.

Chapter headings are as follows: The growing point in modern education, The world to-day, Reading and writing, Social arithmetic, History, Art for little folks, General science, Manual training, Social play, Schoolhouses and classrooms, Conclusion. Bibliographical appendices.

CHILD WELFARE.

- 1388. Ball, Frank G.** Feeding the school child. American school board journal, 59: 41-42, 90, August 1919.

Cafeteria, lunch room, home-economics lunch room in city and community schools.

- 1389. Barth, George P.** Health supervision of working children. American child, 1: 44-47, May 1919.

Reprinted from the Wisconsin medical journal, vol. 17, no. 9, February 1919.

- 1390. Dugas, L.** La gaterie—parents gateaux et enfants gâtés. Éducation, 10: 342-56, December 1918.

An essay on spoiled children.

- 1391. Red cross, U. S. American national Red cross.** Report of the commission for tuberculosis, American Red cross in Italy. Wm. Charles White, director. An attempt to establish a method of international cooperation in public health and welfare work. Supplementary reports: School hygiene, an illustration of a method of work in a foreign country [by] E. A. Peterson, A.M., M.D.; Child labor in Italy [by] Ruth M. Underhill; Housing in Italy [by] Mildred Chadsey, material collected by Marjorie Daw Johnson. [Roma, Tipografia nazionale Bertero, 1919] 147 p. incl. tables. diagrs. (part. fold.) 8°.

RELIGIOUS EDUCATION.

- 1392. Davis, Dora W.** Developments in weekday religious instruction for public school children of elementary and high school age. Religious education, 14: 193-203, June 1919.

Part I deals with a survey of progress and Part II with weekday religious instruction in New York city.

1393. **The Gary schools of religion.** Religious education, 14: 276-78, August 1919.
A summary from reports of the chairman, Rev. W. G. Seaman and the superintendent at the February meeting of the Board of religious education, Gary, Indiana.
1394. **Grossman, Louis.** The aims of teaching in Jewish schools, a handbook for teachers. With an introduction by Dr. G. Stanley Hall. Cincinnati, Teachers' institute of the Hebrew union college, 1919. 245p. 8°.
1395. **Haithcox, Henry C.** Man and his education. Boston, Richard G. Badger, The Gorham press [1919] 109p. 12°.
1396. ———. Schools and the Christian school. Boston, Richard G. Badger, The Gorham press [1919] 111p. 12°.
1397. **Hoben, Allan.** Education for citizenship in the church school. Religious education, 14: 162-69, June 1919.
Says the church is obligated to teach civics. Gives some suggestions for the rural church school on the teaching of civics.
1398. **Orr, Edward J.** Why Bible lessons should have a place in the curriculum of our public schools. School and home, 11: 12-13, May 1919.
The need of more religious teaching. Advocates readings from the Bible for public school children.
1399. **Tanfani, Livio.** L'insegnamento letterario e scientifico nella scuola dei gesuiti. Parte I—Gli studi inferiori. Rivista pedagogica, 12: 144-84, March-April 1919.
To be followed by Part II: Gli studi superiori o di filosofia.
1400. **Tracy, John J.** Some excellent tendencies in Catholic education revealed by the war. Catholic educational review, 17: 349-53, June 1919.
1401. **Warren, William Marshall.** Credit for Bible study in admission to college. Religious education, 14: 249-52, August 1919.

MANUAL AND VOCATIONAL TRAINING.

1402. **National association of corporation schools.** Advance copy . . . seventh annual report . . . 1919. 3 v. 8°.
Report of committee on organization and administration, 44p. Report of committee on technical training, 28p. Report of committee on employment, 59p.
1403. **Anthony, Willis B.** Schooling in service. Industrial-arts magazine, 8: 215-19, June 1919. illus.
Bringing real life to school. How the boys and girls at the Fitchburg normal school are taught by personal experiences to be of service to others.
1404. **Bennett, Ernest.** The training of aviation mechanics. Industrial-arts magazine, 8: 205-208, June 1919.
The present paper was written in the fall of 1918 when the training of aviation mechanics was at its highest point. It is reproduced here exactly as written because of its historic value and because of the obvious suggestions which are offered for teachers and organizers of vocational subjects.
1405. **Caillard, C.** Le travail manuel à l'école primaire. École du travail (Paris) 1: xcvi-cl, July 1919.
1406. **Carris, Lewis H.** Administration of compulsory part-time laws. Vocational summary, 2: 22-27, June 1919.
Part I. Legislation enacted in 1919.—Part II. Discussion of difficulties and responsibilities.—Part III. Activities of compulsory part-time schools.

- 1407. Colcord, D. H.** Electrical equipment in a Pittsburgh high school. American city, 20: 579-85, June 1919.
Work of the Schenley high school, Pittsburgh, Pa.
- 1408. Edgerton, A. H.** Experimental work in junior-high school industrial arts. Industrial-arts magazine, 8: 251-55, July 1919.
- 1409. Foulkes, Thomas Robert and Diamond, Thomas.** Learning to earn. Manual training magazine, 20: 339-44, June 1919.
The practical value of manual training in the development of the habit of earning thru the application of acquired knowledge and skill.
- 1410. Graven, Paul H.** A fact basis for devising courses of study. Industrial-arts magazine, 8: 262-65, July 1919.
Results of a test given to show to what extent the knowledge and skill acquired in manual training as carried on in the schools were made use of by the pupils in their daily lives.
- 1411. Indiana. State board of education.** Supervised home project and club work. Indianapolis, State superintendent of public instruction [1919] 61p. illus. 8°. (Educational bulletin no. 39. Vocational series no. 19).
- 1412. Ioteyko, Josefa.** The science of labour and its organization. London, George Routledge & sons; New York, E. P. Dutton & co., 1919. viii, 199p. 12°.
The purpose of this collection of papers is to throw light on certain points in industrial psycho-physiology. Four problems are examined, as follows: The first concerns the human motor, including the question of apprenticeship, the manner of the economic working of the body, and the limits of industrial fatigue. The second part is devoted to Taylor's system. The third relates to the relative aptitude for work of the right hand and of the left hand. Finally, the fourth problem deals with the Belgian methods of technical education, p. 157-99.
- 1413. McKinney, James.** The what and the why of manual training. Industrial-arts magazine, 8: 293-97, August 1919.
The aims in manual training work.
- 1414. Mansbridge, Albert.** The universities and labor; an educational adventure in England and her overseas dominions. Atlantic monthly, 124: 275-82, August 1919.
Deals with the workers' educational movement, Oxford and working class education, etc.
- 1415. Metz, J. J. and Tarbell, B. W.** Teaching mechanical drawing to apprentices. Industrial-arts magazine, 8: 269-74, July 1919.
- 1416. Purinton, Edward Earle.** The shortest route to the top. Independent, 99: 92-93, 97-100, July 19, 1919.
On going to school to one's clients and patrons. Business and vocational education in the commercial house and factory.
- 1417. Rosenstein, David.** Recent developments in industrial training. School and society, 10: 155-63, August 9, 1919.
A consideration of the special need for industrial training revealed by the war and further emphasized by peace, and a brief review of the work of the United States Training service of the Department of labor.
- 1418. Ryan, John A.** Vocational education in a democratic society. Catholic world, 109: 613-21, August 1919.

1419. **Bynearnson, Edward.** Pittsburgh cooperative plan. Pennsylvania school journal, 67: 562-67, June 1919.

Co-operative plan of vocational education for the boys and girls of Pittsburgh.

1420. **Snyder, Edwin B.** Manual training in elementary schools. California blue bulletin, 5: 17-19, June 1919.

Thinks the present course in manual training is too narrow and suggests a new course.

1421. **Stimson, Rufus W.** Vocational agricultural education by home projects. New York, The Macmillan company, 1919. 468 p. illus. 12°.

1422. **U. S. Federal board for vocational education.** Home economics education. Organization and administration. Washington, Government printing office, 1919. 63 p. 8°. (Bulletin no. 28, Home economics series no. 2, February 1919).

Pt. I. General provisions of the Vocational education act.—Pt. II. Special provisions of the Vocational education act relating to home economics education.—Pt. III. The training of teachers under the Vocational education act.

1423. **U. S. Shipping board.** The training of shipyard workers. Report on the work of the United States shipping board, Emergency fleet corporation, Industrial relations division, Education and training section. Issued at Philadelphia, Pennsylvania, April 20th, 1919. [Philadelphia, 1919] 88 p. plates, illus., diags. 8°.

1424. **U. S. War department.** Committee on education and special training. A review of its work during 1918 by the Advisory board. Washington, War department, 1919. 144 p. 4°.

VOCATIONAL TESTS; ARMY PERSONNEL.

1425. **Dodge, Raymond.** Mental engineering after the war. American review of reviews, 59: 606-10, June 1919.

Work carried on by psychologists for the army during the war period; industrial use of intelligence tests, etc. Recommends the establishment of a college of mental engineering.

1426. **Pechstein, L. A.** Military psychology and its educational applications. American education, 22: 445-49, June 1919.

Also in Journal of the New York state teachers' association, 6: 169-73, June 15, 1919.

The experience of the army with mental tests and its influence on educational practice.

1427. **Strong, Edward K., jr.** War psychology and education. School and society, 9: 697-705, June 14, 1919.

Presidential address, Southern society of philosophy and psychology, Nashville, Tenn., May 9, 1919.

Things of interest to education that have been brought out by the work of the psychologists in the war.

1428. **Young, J. W. A.** Concerning psychologic tests in the army and their meaning for the teacher. School science and mathematics, 19: 544-48, June 1919.

What the tests mean to the teacher of arithmetic and of high school mathematics.

AGRICULTURAL EDUCATION; HOME ECONOMICS.

- 1429. Association of American agricultural colleges and experiment stations.** Proceedings of the thirty-second annual convention . . . Baltimore, Md., January 8-10, 1919. Burlington, Vt., Free press printing company, 1919. 272 p. 8°. (J. L. Hills, secretary, Burlington, Vt.)

Contains: 1. Report of the Committee on instruction in agriculture, p. 24-30. 2. C. A. Prosser: The relation of the Federal board of vocational education to the education of the soldier, p. 74-78. 3. A. C. Monahan: Curative occupations and educational work for the rehabilitation of the disabled soldier, p. 79-83. 4. Report of the Committee on college organization and policy, p. 109-12. 5. W. M. Black: What can engineering departments do towards training engineers for war service? p. 165-72. 6. J. C. Wright: The relation of engineering departments of land-grant institutions to the training of teachers for trades and industries under the Smith-Hughes act, p. 184-87. 7. C. F. Langworthy: Survey of the year's experimental and research work in home economics at American colleges, p. 201-10. 8. K. L. Butterfield: Extension problems of reconstruction, p. 236-40. 9. Dwight Sanderson: Community organization for extension service, p. 250-61.

- 1430. Burdick, Anna Lalor.** The wage-earning girl and home economics. Vocational summary, 2: 56-58, July 1919.

Also in Journal of home economics, 11: 327-36, August 1919.

Presented at the twelfth annual meeting of the American home economics association, Blue Ridge, N. C., June 1919.

- 1431. Goldstein, Harriet.** Related art for home economics courses in Smith-Hughes schools. Journal of home economics, 11: 300-306, July 1919.

- 1432. Greer, Carlotta C.** When, how much, and to whom should home economics be taught? Journal of home economics, 11: 235-41, June 1919.

Presented at the meeting of the Home economics association in connection with the Department of superintendence, N. E. A., Chicago, February 1919. This paper was the introduction to a round table discussion of its topic. It was therefore prepared to raise questions for discussion, not to give the writer's opinion.

- 1433. White, Edna N.** A new program for the promotion of home economics in the schools. Journal of home economics, 11: 261-69, June 1919.

Tells of the new bill to be introduced into Congress which will be a substitute for that portion of the Smith-Hughes act which relates to home economics. Gives the text of tentative bill.

COMMERCIAL EDUCATION.

- 1434. National foreign trade convention.** Official report of the sixth conference . . . held at Chicago, Ill., April 24-26, 1919. New York city, National foreign trade council, 1919. 650p. 8°. (O. K. Davis, secretary, India House, Hanover square, New York, N. Y.)

Contains: 1. J. F. O'Hara: Cultural equipment for foreign trade, p. 101-107.

2. Vocational education for the business of exporting [by] R. S. MacElwee, p. 108-19; [by] E. A. Walsh, p. 119-25; Discussion, p. 125-33.

- 1435. Teaching, vol. 4, no. 6, April 1919.** (The commerce course)

Contains: 1. L. A. Parke: Commerce in Kansas high schools, p. 5-9. 2.

A. N. Palmer: The teaching of practical penmanship in high school, p. 9-13.

3. L. H. Huasam: Penmanship supervision, p. 13-15. 4. Eva J. Sullivan:

Salesmanship, p. 18-20. 5. Frances S. Downs: Vocational English in the high school, p. 20-22. 6. J. C. Reed: Commercial high schools and the business community, p. 25-31.

- 1436. Tyler, L. V.** Shorthand, why and how to teach it. Inter-mountain educator, 14: 3-7, June 1919.

Address at the Inland Empire teachers' association, Spokane, Wash., April 2, 1919.

PROFESSIONAL EDUCATION.

- 1437. Association of American medical colleges.** Proceedings of the twenty-ninth annual meeting, held at Chicago, March 4, 1919. 91p. 8°. (Fred C. Zapffe, secretary, 3431 Lexington St., Chicago, Ill.)

Contains: 1. W. J. Means: The history, aims, and objects of the Association of American medical colleges, p. 5-16. 2. C. P. Emerson: Equipment of a teaching hospital, p. 25-31. 3. A. C. Eycleshymer: Report of committee on undergraduate and graduate degrees, p. 32-38. 4. George Blumer: The desirability of changing the type of written examinations, p. 39-43. 5. J. S. Rodman: Cooperation in examinations by the National board of medical examiners, state licensing boards, and the medical schools, p. 44-48; Discussion, p. 48-58. 6. W. F. R. Phillips: Report of committee on education and pedagogics, p. 67-72.

- 1438. Allison, Grace E.** What the war has taught us about nursing education. American journal of nursing, 19: 834-39, August 1919.

Paper read at the convention of the National league of nursing education, Chicago, June 26, 1919. Contrasts British and American methods.

- 1439. Dean, L. W.** The graduate teaching of otolaryngology. Journal of the American medical association, 73: 159-61, July 19, 1919.

Efficiency of Government military examinations. Advocates a degree in this branch of medicine.

- 1440. Geier, Otto P.** Education in industrial medicine. Modern medicine, 1: 133-36, June 1919.

Abstract of a paper presented by a committee of Cincinnati business men appointed to consider a plan for the establishment of a Department of industrial medicine and public health in the College of medicine of the University of Cincinnati.

- 1441. Hawkins, R. M.** Pre-professional training for ministerial students in our colleges. Bulletin of the Board of education of the Methodist Episcopal church, South, 9: 65-73, August 1919.

A paper prepared for the Educational association, Methodist Episcopal church, South, at Memphis, Tenn., March 4-6, 1919.

- 1442. Hawkinson, Nellie X.** Preparation of a lesson plan. American journal of nursing, 19: 619-87, June 1919.

Outline of lesson plan in practical nursing.

- 1443. Ink, Katherine.** Teaching anatomy and physiology to student nurses. American journal of nursing, 19: 770-75, July 1919.

- 1444. Jackson, C. M.** Skill and scholarship as ideals in medical graduate education. Journal of the American medical association, 73: 307-11, August 2, 1919.

Discusses the rapid growth of specialism; necessity for adequate preliminary education; the lack of provision for special education and of clinical training.

- 1445. Journal of the American medical association.** vol. 73, no. 7, August 16, 1919. Educational number.

Contains: 1. H. D. Arnold: Effect of the war on medical education, p. 466-69. 2. T. J. Harris: Plea for a standardized course of instruction (otolaryngology), p. 473-76. 3. Medical education in the United States—Annual presentation of educational data for 1919 by the Council on medical education, p. 499-533.

- 1446. Lambert, Adrian V. S.** The correlation of laboratory and clinical teaching in surgery. Journal of the American medical association, 72: 1803-6, June 21, 1919.

Work at the College of physicians and surgeons, Columbia university, New York city. Describes the attempt "to fashion the teaching of surgery along the lines of modern ideals in the psychology of learning, to conform to the laws of readiness, exercise and effort."

1447. Mayo, Charles H. Educational possibilities of the National medical museum. *Journal of the American medical association*, 73:411-13, August 9, 1919.
Discusses the value of the Army medical museum as an educational factor.
1448. Bedfern, Helen L. A short course in teaching methods. *American journal of nursing*, 19:679, June 1919.
Outline of course of lessons in the principles of teaching at the Massachusetts general hospital.
1449. Roscoe, J. E. A short history of theological education. London, Arthur H. Stockwell [1918] 71 p. 12°.

CIVIC EDUCATION.

1450. Chamberlain, Arthur Henry and Chamberlain, James Franklin. Thrift and conservation; how to teach it. Philadelphia and London, J. B. Lippincott company [1919] 272 p. illus., plates. 12°.
A presentation of the best methods of teaching thrift in the schools, by the chairman of the committee on thrift education of the National council of education, Arthur Henry Chamberlain.
1451. Dunn, Arthur William and Harris, Hannah Margaret. Citizenship in school and out; the first six years of school life. Boston [etc.] D. C. Heath & co., [1919] xxiii, 144 p. plates. 12°.
Outlines a course for civic training in the elementary schools, to be imparted through the children's activities, "in school and out."
1452. Fosdick, Frank S. How to teach pupils respect for properly constituted authority. *Journal of the New York state teachers' association*, 6:164-68, June 1919.
The teacher's opportunity to counteract as far as possible the influences of about 70% of the homes and to instil into the minds of the pupils ideals that are lofty, upbuilding, and sane.
1453. Giles, Frederick Mayor and Giles, Imogene Kean. Vocational civics; a study of occupations as a background for the consideration of a life-career. New York, The Macmillan company, 1919. 252 p. plates. 12°.
1454. Horn, Ernest. The application of scientific method to making the course of study in civics. *Elementary school journal*, 19:762-77, June 1919.
Says that the data sought are in the field of national rather than in exclusively local or mere community civics. Illustrates primarily the method by which one may secure the raw materials out of which the structure of the curriculum in civics may be built.
1455. Jackson, Henry E. The practice of citizenship. *Journal of the Association of collegiate alumnae*, 12:121-29, April 1919.
Some of the community uses of the school-house as means for achieving democracy's aims.
1456. Teaching citizenship. *Historical outlook*, 10:323-39, June 1919.
A series of articles treating different aspects of the subject.
I. What is an ideal course in civics for the high school? by E. Mabel Skinner, p. 323-27.—II. How our schools miss the spirit of citizenship, by Jennie M. Turner, p. 328-29.—III. The social sciences in the high school (The Pasadena plan) by R. L. Ashley, p. 329-33.—IV. A graphic civics exhibit, by Esther Godshaw, p. 334-35.—V. A neglected subject in our public school curriculum, by E. E. Hill, p. 335-38.—VI. Study of current history a basis of democracy, by H. A. Foster, p. 338-39.

AMERICANIZATION OF IMMIGRANTS.

1457. **Bush, Maybell G.** The first school days of the non-English child. *Kindergarten and first grade*, 4: 215-19, 276-78, June, September 1919.

To be continued.

A series of articles intended primarily to assist in the task of teaching English to foreigners in schools where several grades are assigned to one teacher.

1458. **Cohen, Helen Louise.** Americanization by class-room practice. *Teachers college record*, 20: 238-49, May 1919.

Some innovations and devices that are being worked out in the classroom for the express purpose of hastening the assimilation of our newer immigrants and at the same time deepening the patriotic fervor and increasing the civic usefulness of the native born.

1459. **Davies, George B.** An Americanization program for the schools. *Quarterly journal of the University of North Dakota*, 9: 337-50, July 1919.

A paper read before the High school conference, at the University of North Dakota, May 15, 1919.

1460. **Eaton, Horace A.** Education a national problem. *Educational review*, 58: 21-30, June 1919.

Portrays the neglect of the problem of Americanizing our foreign population; failure of schools to develop health and healthful living, etc. Discusses the principles of the new liberalism, and the value of true democracy.

1461. **Hill, Howard C.** The Americanization movement. *American journal of sociology*, 24: 609-42, May 1919.

Résumé of a survey of the Americanization movement undertaken last fall in Washington, D. C., for the American council on education.

1462. **Hoyt, Margaret H.** Making Americans in Minnesota. *Educational review*, 58: 15-20, June 1919.

Educational work among the large foreign population of Minnesota, especially in iron-mining region.

1463. **Richard, H. D.** The stereopticon as an aid in the Americanization movement. *Educational film magazine*, 1: 21-23, 30, June 1919.

Address at the Americanization conference held under the auspices of the Department of the Interior, at Washington, D. C., May 12-15, 1919.

Detailed description of visual instruction methods employed in evening classes for foreigners—plan suggested for loan collection of Americanization slides and lessons in all schools.

1464. **Schrieber, Clara E.** The social studies and Americanization. *Ohio teacher*, 39: 371-75, May 1919.

1465. **Sternberger, Estelle M.** Gary and the foreigner's opportunity. *Survey*, 42: 480-82, June 28, 1919.

Americanization work of the Gary public schools.

EDUCATION OF SOLDIERS.

1466. **American E. F. university.** The catalogue. Beaune, Cote d'Or, France, May 16, 1919. 225p. 8°. (Headquarters American E. F. university. Bulletin 91, part I)

This publication contains (1) the constitution and the organization of the university; (2) the entire faculties of the colleges located at Beaune, and of the auxiliary schools; (3) the schedule and the description of the courses in all these schools and colleges. Part I of this publication is to be followed by Part II, the Register of students, and by Part III, illustrated supplement. The students registered in the university number 6, 198.

Copies of this bulletin may be obtained by addressing The Adjutant, American E. F. university, Beaune, Cote d'Or, France.

1467. **American soldiers at French universities.** American review of reviews, 60: 205-6, August 1919.

Summarizes the contents of an article by M. Ch. Bouglé, director of courses in the faculty of letters, Paris, in the Revue de Paris for June 15, 1919. Includes statistics of attendance of American students at French universities, April 29, 1919—total, 5,867.

1468. **Baker, Newton D.** From bayonets to books. Independent, 99: 218-19, 231-32, August 16, 1919.

Reported by Donald Wilhelm from the Secretary of War's speech in New York. The educational work of the army in France.

1469. **Gorell, Colonel.** Education in the army. Empire review (London) 33: 173-77, June 1919.

A brief account of educational work in the British army during and since the great war.

1470. [Gray, George H.] Report of the American E. F. Art training center, Bellevue, Seine-et-Oise. March-June, 1919. 113p. plates. 4°.

Complete record of the methods pursued and the ends obtained in the art school for troops undertaken by the A. E. F.

1471. **MacLean, George E.** British universities and American soldier-students. The Landmark, 1: 365-70, June 1919.

Shows how 775 officers and 1,154 enlisted men from the American expeditionary force were assigned as students to universities in the United Kingdom on or before March 24, 1919.

1472. **Muttkowski, Richard A.** American overseas university. America, 21: 410-11, July 26, 1919.

The organization and curriculum, students and faculty, and the general results.

1473. **Price, S. E.** What can be said of the further educating of the returning soldier! Kansas teacher, 9: 7-8, June-July 1919.

Speaks briefly of important lines that ought to be emphasized in the further education of soldiers.

1474. **Riley, J. W.** Observations of a schoolmaster with the A. E. F. in France. Wisconsin journal of education, 51: 157-60, June 1919.

Educational work with the illiterate soldiers in France.

1475. **Shipley, A. E.** American soldier-students at Cambridge. The Landmark, 1: 339-42, June 1919.

By the vice-chancellor of Cambridge university, who was in 1918 a member of the British educational mission to the United States. In this article, he tells about the 200 American soldier-students who matriculated last March in the various colleges of Cambridge, and the courses taken by them.

REEDUCATION OF WAR INVALIDS.

1476. **Allen, Frederick J.** Opportunities for the employment of handicapped men in the shoe industry. Prepared by the Bureau of vocational guidance, in cooperation with Red cross institute for crippled and disabled men, New York. New York city, The Red cross institute for crippled and disabled men [1919] 112 p. 8°. (Red cross institute for crippled and disabled men, New York. Publications. Ser. II, no. 8)

1477. **Billings, Frank.** Rehabilitation of the disabled. Journal of the American medical association, 72: 1505-13, May 24, 1919.

Vocational training of disabled soldiers, European and American methods described.

1478. **Harris, Garrard.** The redemption of the disabled; a study of programmes of rehabilitation for the disabled of war and of industry. New York, London, D. Appleton and company, 1919. 318 p. 8°. Problems of war and of reconstruction.)
1479. **McMurtrie, Douglas C.** The influence of pension or compensation administration on the rehabilitation of disabled soldiers. [New York ? 1919] [11] p. 8°.
- Reprint from American medicine. New series, vol. XIV, no. 6, pages 355-365, June 1919.
1480. ——— Returning the disabled to economic independence, some suggestions as to future policy. [Athens ? Pa. 1919] 12 p. 12°.
- Reprinted from the Pennsylvania medical journal, May 1919, vol. XXII, p. 495.
1481. **Morris, Bert J. and Paull, Charles H.** Opportunities for handicapped men in the rubber industry. Prepared by the Bureau of vocational guidance in cooperation with Red cross institute for crippled and disabled men, New York. New York city, The Red cross institute for crippled and disabled men [1919] 125 p. 8°. (Red cross institute for crippled and disabled men, New York. Publications. Ser. II, no. 9)
1482. **Paull, Charles H.** Opportunities for handicapped men in the brush industry. Prepared by the Bureau of vocational guidance in cooperation with Red cross institute for crippled and disabled men, New York. New York city, The Red cross institute for crippled and disabled men [1919] 56 p. 8°. (Red cross institute for crippled and disabled men, New York. Publications. Ser. II, no. 7)

EDUCATION OF WOMEN.

1483. **Duncan, Jephtha B.** El aspecto social de la coeducacion. Panama, International publishing company, 1919. 22 p. 12°.
1484. *Les etudiantes françaises d'Amérique.* Revue de l'enseignement des langues vivantes, 36: 259-65, June 1919.
- A collection of statements by some of the young Frenchwomen studying in the United States regarding their recent experiences. The article is signed M. S.
1485. **Gildersleeve, Virginia Crocheron.** [Ordeal by fire] The commencement address. Smith alumnae quarterly, 10: 283-89, July 1919.
- Commencement address at Smith college, 1919, on the test which the war brought to our women's colleges, the way we stood the test, and what we have learned from it.

NEGRO EDUCATION.

1486. **Favrot, Leo M.** Some problems in the education of the negro in the South and how we are trying to meet them in Louisiana. Baton Rouge, Ramires-Jones printing co., 1919. 16p. 8°.
- Address before the National association for the advancement of colored people, Cleveland, Ohio, June 25, 1919.
1487. **Ferguson, George Oscar, jr.** The intelligence of negroes at Camp Lee, Virginia. School and society, 9: 721-26, June 14, 1919.
- Gives the results of the mental tests given to the soldiers at Camp Lee. Says the "intelligence quotient" of the negroes was 77 per cent. of that of the whites.

1488. Hampton's semi-centennial. Southern workman (semi-centennial number) 48: 257-324, June 1919.

Account of the proceedings of the semi-centennial of Hampton normal and agricultural institute, Va., May 1-2, 1919. Speeches by J. H. Kirkland, M. Ashby Jones, R. R. Moton, W. H. Taft, etc. Contains fifty-first annual report of the institute by J. E. Gregg.

1489. Hill, Leslie O. The negro teacher in the aftermath of the war. Howard university record, 13: 112-17, March 1919.

The substance of an address delivered at Witherspoon Hall, Philadelphia, Pa., January 31, 1919, in the interest of the Cheyney training school for teachers.

1490. Jones, M. Ashby. Hampton's gift to the South. Southern workmen (semi-centennial number) 48: 289-98, June 1919.

Education of the negro at Hampton normal and agricultural institute, Va.

1491. Leavell, B. H. What does the negro want? The answer of the Douglass public school. Outlook, 122: 604-606, August 20, 1919.

Tells of the work of the Douglass high school of Cincinnati and how it is meeting the needs of the negro.

1492. McKenzie, F. A. Negro health education. Fisk university news, 9: 26-31, June 1919.

Reprinted from the May issue of the Journal of the outdoor life.

A paper read before the Southern tuberculosis conference, Birmingham, Ala., January 23, 1919.

1493. Miller, Kelly. National responsibility for the education of the negro. Educational review, 58: 31-38, June 1919.

Discusses the inadequacy of provisions made for negro education. Advocates the higher education. Paper read before the Department of superintendence, March 1, 1918.

1494. Taft, William H. Hampton's gift to the nation. Southern workman (semi-centennial number) 48: 299-302, June 1919.

Work of Hampton institute, Va., in advancing the educational and moral progress of the negro in America.

EDUCATION OF DEAF.

1495. Andrews, Harriet U. The Wright oral school. Volta review, 21: 297-309, 330-43, 450-61, April, May, June 1919.

Class-room methods described. Copiously illustrated.

1496. Bruhn, Martha E. Exercises on proper nouns. Volta review, 21: 487-95, July 1919.

Exercises on persons and places for lip-readers in schools for the deaf.

1497. Duff, Jesse. Gaining the speech habit. Volta review, 21: 479-83, July 1919.

Importance of aiding and inducing deaf children to use their speech at home and at all times. Duty of parents in this regard.

1498. Kinzie, Rose. The speech-reading club of Philadelphia. Volta review, 21: 463-74, July 1919.

Constructive work for the deaf. Describes the activities of the club. Illustrated with many halftone prints.

1499. Monro, Sarah J. Phonetics and word-study. Volta review, 21: 360-63, May 1919.

Continued from April number. A plan for pronunciation and word drill; third year's work.

1500. The speech statistics. *Volta review*, 21: 391-405, June 1919.

Shows the number of schools maintained for deaf children in the United States and Canada, the number of pupils in each, and how these pupils are taught, as reported by the heads of the respective schools.

EXCEPTIONAL CHILDREN.

1501. **Green, John, jr.** The need of special classes for children with defective sight. *Modern medicine*, 1: 257-62, July 1919.
1502. **Macdowall, Margaret.** Simple beginnings in the training of mentally defective children. London, Local government press co., 1919. 16 p. plates. 12°.
1503. **Martin, Frederick.** Stammering. *Quarterly journal of speech education*, 5: 287-93, May 1919.

Dwells on the economic cost of stammering; methods of training and correction. Advocates a system of tongue gymnastics for the pupil in order "to develop the kinaesthetic imagery. These will make him conscious of the movements of his lingual muscles and develop a better, faster co-ordination."

1504. **Sullivan, Joe F.** The crippled child's rights. *Hospital school journal*, 7: 8, May-June 1919.

The general plans of the educational work to be done in the Michigan hospital school, an idea of what worth-while, commonsense educational work for crippled children really means.

1505. **Swift, Walter B.** How to begin speech correction in the public schools. *Quarterly journal of speech education*, 5: 239-45, May 1919.

1506. **Treadway, Walter L. and Lundberg, Emma O.** Mental defect in a rural county, a medico-psychological and social study of mentally defective children in Sussex county, Delaware. Washington, Government printing office, 1919. 96 p. 8°. (Dependent, defective, and delinquent classes series no. 7. Bureau publication no. 48)

At head of title: U. S. Department of labor. Children's bureau. Julia C. Lathrop, chief.

EDUCATION EXTENSION.

1507. **Gt. Brit. Ministry of reconstruction.** Adult education committee. Third interim report of the adult education committee. Libraries and museums. London, H. M. Stationery office, 1919. 19 p. 4°. ([Parliament. Papers by command] cd. 9237)
1508. **World association for adult education.** The inauguration of the World association for adult education. London, The World association for adult education, 1919. 29 p. 8°. (Bulletin I)

It is the mission of the World association to bring into cooperation and mutual relationship the adult educational movements and institutions of the world. Communications should be addressed to the Joint secretaries, World association for adult education, 13, John street, Adelphi, London, W. C. 2.

LIBRARIES AND READING.

1509. **Arnold, William Harris.** The welfare of the bookstore. *Atlantic monthly*, 124: 192-99, August 1919.
1510. **Babcock, Helen S.** Directory of high school librarians. *Library journal*, 44: 447-54, July 1919.

A list by states of librarians of public high schools in the United States.

- 1511. Fuenzalida, Alcides.** The national library of Chile. Bulletin of the Pan American union, 48: 534-43, May 1919. illus.
English version of an article in La Información of Santiago, Chile.
- 1512. Hall, Mary E.** The new high school library and its possibilities. Bulletin of high points in the work of the high schools of New York city, 1: 30-35, May 1919.
Typical features of the new high school library.
- 1513. Milne, James.** The soldier as a reader. Fortnightly review, 105: 752-59, May 1919.
An attempt to discover and set down the psychology of the British soldier, old and new, as a reader of books.
- 1514. Noé, Adolf C.** Our university libraries. School and society, 10: 70-72, July 19, 1919.
In conclusion the writer says that "Immediate practical service should not be the exclusive ideal of our university libraries, but a national service through scholarly production and a scientific treatment of broad bibliographical problems has an equal right of existence."
- 1515. Sierra educational news, vol. 15, no. 6, June 1919.** (Library number)
A symposium on the California library system.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

- 1516.** The adjustment of the teaching load in a university; by Leonard V. Koos. Washington, 1919. 63 p. (Bulletin, 1919, no. 15)
- 1517.** The American spirit in education; by C. R. Mann. Washington, 1919. 63 p. (Bulletin, 1919, no. 30)
- 1518.** The Army trade tests; by William T. Bawden. Washington, 1919. 28 p. (Industrial education circular no. 4, April 1919)
- 1519.** The building problem of the schools of Memphis, Tenn. 54 p.
Advance sheets from Education bulletin, 1919, no. 50. Report on the public school system of Memphis, made under the direction of the Commissioner of Education.
- 1520.** Education in Great Britain and Ireland; by I. L. Kandel. Washington, 1919. 138 p. (Bulletin, 1919, no. 9)
Advance sheets from the Biennial survey of education, 1916-1918.
- 1521.** Education in Italy; by Walter A. Montgomery. Washington, 1919. 29 p. (Bulletin, 1919, no. 36)
Advance sheets from the Biennial survey of education, 1916-1918.
- 1522.** Education in Switzerland, 1916-1918; by Peter H. Pearson. Washington, 1919. 26 p. (Bulletin, 1919, no. 38)
Advance sheets from the Biennial survey of education, 1916-1918.
- 1523.** Educational hygiene; by Willard S. Small. Washington, 1919. 22 p. (Bulletin, 1919, no. 48)
Advance sheets from Biennial survey of education in the United States, 1916-1918.
- 1524.** An educational study of Alabama. Washington, 1919. 522 p. plates. (Bulletin, 1919, no. 41)
- 1525.** A half-time mill school by H. W. Foght. Washington, 1919. 23 p. illus. (Bulletin, 1919, no. 6)
- 1526.** Increases in salaries of college teachers. Washington, 1919. 5 p. (Higher education circular no. 15, July 1919)

1527. Industrial art a national asset; by H. M. Kurtzworth. Washington, 1919. 31 p. (Industrial education circular no. 3, May 1919)
1528. Life of Henry Barnard, the first United States Commissioner of education, 1867-1870; by Bernard C. Steiner. Washington, 1919. 131p. (Bulletin, 1919, no. 8)
1529. List of references on the Junior high school. Prepared in the Library division, Bureau of Education. Washington, 1919. 15 p. (Library leaflet, no. 5, May 1919)
1530. List of references on vocational education. Prepared in the Library division, Bureau of Education. Washington, 1919. 16 p. (Library leaflet, no. 7, August 1919)
1531. Proceedings Americanization conference held under the auspices of the Americanization division, Bureau of education, Department of the interior, Washington, May 12, 13, 14, 15, 1919. Washington, 1919. 410p.
Contains: 1. P. P. Claxton: Education in Americanization, p. 26-31. 2. C. F. Towne: Best technical methods of teaching English to the foreign born, p. 31-41; Discussion, p. 41-49. 3. W. A. Wilton: The phonograph in Americanization, p. 50-55; Discussion, p. 57-60. 4. H. D. Richard: Use of the stereopticon, p. 60-67. 5. F. W. Thompson: Reorganization of the administration of our educational facilities for Americanization, p. 68-73; Discussion, p. 73-77. 6. S. H. Goldberger: Using the schoolhouses in Americanization, p. 77-84; Discussion, p. 86-89. 7. W. C. Smith: Training teachers for the Americanization problem, p. 108-14. 8. C. C. DeWitt: Industrial teachers, p. 114-19. 15. J. L. Mahoney: Training public-school teachers for the Americanization problem, p. 120-28. 16. Harriet P. Dow: Home classes for foreign-born women, p. 128-33. 17. W. M. Roberts: Promotion of education in industry, p. 144-50. 18. S. E. Weber: Promotion of education in the mines, p. 150-55. 19. P. A. Speck: Promotion of education in the agricultural sections, p. 155-64. 20. A. W. Coffin: Industrial recreation and Americanization, p. 193-200. 21. Securing interest of and cooperation with foreign-born people, generally; from the viewpoint of the native born, by Nathan Peyser, p. 214-21; from the viewpoint of the foreign-born, by Albert Mamatey, p. 221-29. 22. William McAndrew: The use of periodicals in training future citizens, p. 242-51. 23. R. F. Crist: The part of naturalization in Americanization, p. 251-59; Discussion, p. 259-66. 24. F. K. Lane: America's heritage, p. 293-99. 25. C. L. Bell: What the state and nation can do to help the community in Americanization, p. 335-43. 26. [The work of the Y. M. C. A., National Catholic war council, Council of Jewish women and similar organizations in Americanization], p. 350-406.
1532. The Rhodes scholarships. Announcements for the United States of America, 1919. Washington, 1919. 5p. (Higher education circular no. 16, July 1919)
1533. The rural teacher of Nebraska; by a committee from the graduate school of education, University of Nebraska. Washington, 1919. 67p. illus. Bulletin, 1919, no. 20)
1534. School life, vol. 1, August-December, 1918. Index. Washington, 1919. 8p.
1535. Schools of Scandinavia, Finland, and Holland; by Peter H. Pearson. Washington, 1919. 71p. (Bulletin, 1919, no. 29)
Advance sheets from the Biennial survey of education, 1916-1918.
1536. Stories for young children. List prepared by the Literature committee of the International kindergarten union and the Library division, Bureau of education. Washington, 1919. 8p. (Library leaflet no. 6, July 1919)
1537. Summer health and play school. The open door to health for city children. Washington, 1919. 12p. (Health education no. 3)

1538. A survey of higher education, 1916-1918; by Samuel P. Capen and Walton C. John. Washington, 1919. 67p. (Bulletin, 1919, no. 22)

Advance sheets from the Biennial survey of education in the United States, 1916-1918.

1539. Teaching health. "Make health habits automatic in youth." Washington, 1919. 16p. (Health education no. 4)

1540. Training little children. Suggestions for parents. Washington, 1919. 94p. (Bulletin, 1919, no. 39)

PERIODICALS REPRESENTED IN THIS ISSUE.

Alumni bulletin of the University of Virginia, Charlottesville, Va.

America, 59 East Eighty-third Street, New York, N. Y.

American child, 105 East Twenty-second Street, New York, N. Y.

American city, 93 Nassau Street, New York, N. Y.

American education, 50 State Street, Albany, N. Y.

American journal of nursing, 2419-2421 Greenmount Avenue, Baltimore, Md.

American journal of sociology, University of Chicago press, Chicago, Ill.

American magazine of art, 1741 New York Avenue, Washington, D. C.

American physical education review, 93 Westford Avenue, Springfield, Mass.

American review of reviews, 30 Irving place, New York, N. Y.

American school, P. O. Box 184, Milwaukee, Wis.

American school board journal, 354 Milwaukee Street, Milwaukee, Wis.

American schoolmaster, State Normal School, Ypsilanti, Mich.

American teacher, 225 Fifth Avenue, New York, N. Y.

Asia, 627 Lexington Avenue, New York, N. Y.

Atlantic monthly, 41 Mount Vernon Street, Boston, Mass.

Boston medical and surgical journal, 126 Massachusetts Avenue, Boston, Mass.

British journal of psychology, London, England.

Bulletin of high points in the work of the high schools of New York City, 500 Park Avenue, New York, N. Y.

Bulletin of the Board of education of the Methodist Episcopal Church, South, Nashville, Tenn.

Bulletin of the Pan-American union, Washington, D. C.

Bulletin of the Society for the promotion of engineering education, Lancaster, Pa.

California blue bulletin, State department of education, Sacramento, Cal.

Catholic educational association bulletin, 1651 East Main Street, Columbus, Ohio.

Catholic educational review, Washington, D. C.

Catholic school journal, 445 Milwaukee Street, Milwaukee, Wis.

Catholic world, 120-122 West Sixtieth Street, New York, N. Y.

Century magazine, 358 Fourth Avenue, New York, N. Y.

Child, London, England.

Child study, London, England.

Child-welfare magazine, 227 South Sixth Street, Philadelphia, Pa.

Classical journal, University of Chicago Press, Chicago, Ill.

Colorado school journal, Denver, Colo.

Coltura popolare, Milan, Italy.

Continent, 509 South Wabash Avenue, Chicago, Ill.

Dental cosmos, Twelfth and Chestnut Streets, Philadelphia, Pa.

Dental items of interest, 130-134 Washington Place, New York, N. Y.

École du travail, Paris, France.

Edinburgh review, Edinburgh, Scotland.

- Education, 120 Boylston Street, Boston, Mass.
 Éducation, Paris, France.
 Educational film magazine, 33 West Forty-second Street, New York, N. Y.
 Educational foundations, 31-33 East Twenty-seventh Street, New York, N. Y.
 Educational review, Columbia University, New York, N. Y.
 Educational standards, Charlestown, Mass.
 Elementary school journal, University of Chicago Press, Chicago, Ill.
 Empire review, London, England.
 English journal, University of Chicago Press, Chicago, Ill.
 English leaflet, Newtonville, Mass.
 Flisk university news, Nashville, Tenn.
 Fortnightly review, 249 West Thirteenth Street, New York, N. Y.
 Harper's magazine, Franklin Square, New York, N. Y.
 Harvard alumni bulletin, Boston, Mass.
 Hibbert journal, London, England, and 6 Beacon Street, Boston, Mass.
 High school journal, Chapel Hill, N. C.
 High school quarterly, Athens, Ga.
 Historical outlook, McKinley Publishing Company, Philadelphia, Pa.
 Hospital school journal, Detroit, Mich.
 Howard university record, Washington, D. C.
 Independent, 119 West Fortieth Street, New York, N. Y.
 Industrial-arts magazine, 120 Michigan Street, Milwaukee, Wis.
 Inter-mountain educator, Missoula, Mont.
 Iowa alumnus, Iowa City, Iowa.
 Johns Hopkins alumni magazine, Baltimore, Md.
 Journal of applied psychology, Clark University, Worcester, Mass.
 Journal of delinquency, Whittier State School, Whittier, Cal.
 Journal of education, 6 Beacon Street, Boston, Mass.
 Journal of education and School world, London, England.
 Journal of educational psychology, Warwick and York, inc., Baltimore, Md.
 Journal of experimental pedagogy and training college record, London, England.
 Journal of home economics, 1211 Cathedral Street, Baltimore, Md.
 Journal of international relations, Clark University, Worcester, Mass.
 Journal of the American medical association, 535 Dearborn Street, Chicago, Ill.
 Journal of the Association of collegiate alumnae, University of Chicago Press, Chicago, Ill.
 Journal of the National education association, 1400 Massachusetts Avenue, Washington, D. C.
 Journal of the New York state teachers' association, 5 South Water Street, Rochester, N. Y.
 Kansas teacher, Topeka, Kans.
 Kindergarten and first grade, Springfield, Mass.
 Landmark, Lennox House, Howard Street, London, England.
 Library journal, 241 West Thirty-seventh Street, New York, N. Y.
 Light, La Crosse, Wis.
 Living age, 41 Mount Vernon Street, Boston, Mass.
 Manual training magazine, Manual Arts Press, Peoria, Ill.
 Mathematical gazette, London, England.
 Mathematics teacher, 41 North Queen Street, Lancaster, Pa.
 Mental hygiene, Concord, N. H.
 Michigan alumnus, Ann Arbor, Mich.
 Midland schools, Des Moines, Iowa.
 Mind and body, New Ulm, Minn.

- Missouri school journal, Jefferson City, Mo.
 Modern medicine, 58 East Washington Street, Chicago, Ill.
 Monthly bulletin, Cora L. Williams institute for creative education, Berkeley, Cal.
 Musical quarterly, 3 East Forty-third Street, New York, N. Y.
 Nation, 20 Vesey Street, New York, N. Y.
 National association of corporation schools bulletin, Irving Place and Fifteenth Street, New York, N. Y.
 National civic federation review, 1 Madison Avenue, New York, N. Y.
 National geographic magazine, Hubbard Memorial Hall, Washington, D. C.
 Nebraska teacher, Lincoln, Nebr.
 New republic, 421 West Twenty-first Street, New York, N. Y.
 Nineteenth century and after, 249 West Thirteenth Street, New York, N. Y.
 Nuova antologia, Rome, Italy.
 Ohio teacher, Columbus, Ohio.
 Outlook, 287 Fourth Avenue New York, N. Y.
 Parents' review, London, England.
 Pedagogical seminary, Clark University, Worcester, Mass.
 Pennsylvania medical journal, Athens, Pa.
 Pennsylvania school journal, Lancaster, Pa.
 Playground, 1 Madison Avenue, New York, N. Y.
 Popular educator, 50 Bromfield Street, Boston, Mass.
 Psychological bulletin, Princeton, N. J.
 Psychological clinic, Woodland Avenue and Thirty-sixth Street, Philadelphia, Pa.
 Psychological review, Princeton, N. J.
 Quarterly journal of speech education, Menasha, Wis.
 Quarterly journal of the University of North Dakota, University, N. Dak.
 Religious education, 1440 East Fifty-seventh Street, Chicago, Ill.
 Review, 140 Nassau Street, New York, N. Y.
 Revue de l'enseignement des langues vivantes, Paris, France.
 Revue internationale de l'enseignement, Paris, France.
 Revue pédagogique, Paris, France.
 Revue universitaire, Paris, France.
 Rivista pedagogica, Rome, Italy.
 School, 154 Fifth Avenue, New York, N. Y.
 School, Toronto, Canada.
 School and home, Atlanta, Ga.
 School and society, The Science Press, Garrison, N. Y.
 School bulletin, Syracuse, N. Y.
 School education, Minneapolis, Minn.
 School hygiene, London, England.
 School life, Bureau of Education, Washington, D. C.
 School music, Keokuk, Iowa.
 School review, University of Chicago Press, Chicago, Ill.
 School science and mathematics, Mount Morris, Ill.
 Science, The Science Press, Garrison, N. Y.
 Scientific monthly, The Science Press, Garrison, N. Y.
 Sierra educational news, San Francisco, Cal.
 Smith alumnae quarterly, 10 Depot Street, Concord, N. H.
 Southern workman, Hampton, Va.
 Stanford illustrated review, Stanford University, Cal.
 Survey, 112 East Nineteenth Street, New York, N. Y.
 Teachers college record, Teachers College, Columbia University, New York, N. Y.

Teaching, Kansas State Normal School, Emporia, Kans.

Trained nurse and hospital review, 38-40 West Thirty-second Street, New York, N. Y.

Ungraded, 500 Park Avenue, New York, N. Y.

Unpartizan review, 19 West Forty-fourth Street, New York, N. Y.

Vocational summary, Federal Board for Vocational Education, Washington, D. C.

Volta review, Volta Bureau, Washington, D. C.

Wisconsin journal of education, Madison, Wis.

Yale alumni weekly, Yale Station, New Haven, Conn.

Yale review, Yale Station, New Haven, Conn.



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1919, No. 67

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

OCTOBER, 1919



WASHINGTON
GOVERNMENT PRINTING OFFICE
1919

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Vocational tests; Army personnel—Agricultural education; Home economics—Commercial education—Professional education—Civic education—Americanization of immigrants—Education of soldiers—Reeducation of war invalids—Education of women—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1541. **New Jersey state teachers' association.** Annual report and proceedings of the 64th annual meeting . . . Atlantic City, N. J., December 26-28, 1918. Trenton, N. J., MacCrellish & Quigley co., 1919. 199 p. 8°. (Henry J. Neal, secretary, Phillipsburg, N. J.)

Contains: 1. W. C. Bagley: The status of the classroom teacher, p. 20-25. 2. C. H. Judd: The reorganization of reading in the elementary school, p. 25-30. 3. C. H. Judd: Democracy in American schools, p. 30-38. 4. W. H. P. Faunce: Preparedness for peace, p. 39-47. 5. W. C. Bagley: Education in the new world order, p. 47-52. 6. Z. E. Scott: Educational possibilities of the small town school, p. 52-56. 7. J. C. Morrison: Methods of improving classroom instruction used by helping teachers and supervising principals of New Jersey, p. 56-63. 8. John Enright: Verbal report of the special committee on pensions and retirement fund, p. 64-70. 9. Report of the committee on educational progress of the New Jersey state teachers' association, p. 70-74.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1542. **Constantius, Brother.** The educational reforms of de la Salle. Catholic world, 109: 721-34, September 1919.

Sets forth the educational rules and principles of de la Salle. De la Salle anticipated the elective method of modern times.

1543. **Deschamps, Gaston.** L'Académie de Metz. A propos de son centenaire. Revue des deux mondes, 52: 455-68, July 15, 1919.
1544. **Giuffrida, Sante.** Breve storia della pedagogia antica e moderna. Vol. 1. Catania, Cav. Niccolo Giannotta, 1918. 447 p. 12°.
1545. **Moulton, Richard Green.** The turning-point in the history of culture. University record (University of Chicago), 5: 207-20, July 1919.

Address delivered on the occasion of the 111th convocation of the University of Chicago, June 10, 1919.

The contribution of Greek and Hebrew literature to culture.

1546. **Probst, J. H.** L'éducation selon la nature au XIII^e siècle. Raymond Lulle, pédagogue méconnu. Revue pédagogique, 75: 11-19, July 1919.
1547. **Tupper, Frederick.** An academic autocrat. Nation, 109: 330-31, September 6, 1919.
- Historical study of Richard Bentley, master of Trinity college, Cambridge, England, from 1700 to 1742.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

1548. **Andrews, Fannie Fern.** Education at the Peace conference. Advocate of peace, 81: 248-49, August 1919.
1549. **Carpenter, William H.** Recent educational surveys. Educational review, 58: 130-42, September 1919.

A critical review of the surveys conducted by the U. S. Bureau of education: Wyoming, Washington, Iowa, and Nevada.

1550. **The Dial**, vol. 67, no. 799, September 20, 1919. (Fall educational number)
- Contains: 1. Industrial education in the arsenals, p. 231-33. 2. Edward Sapir: Civilization and culture, p. 233-36. 3. F. J. Teggart: The responsibility for leadership, p. 237-39. 4. Benjamin Glassberg: The organization of teachers in the United States, p. 242-44. 5. Lewis Mumford: The place of the community in the school, p. 244-46.

1551. **Graham, Edward Kidder.** Education and citizenship and other papers. . . . New York and London, G. P. Putnam's sons, 1919. xiv, 253 p. 12°.

Brings together the more notable addresses of the late president of the University of North Carolina. The papers are arranged in four groups, as follows: (1) Education and democracy, (2) Culture and citizenship, (3) Student and college relations, and (4) Occasional papers.

1552. **Hancock, Harris.** The defective scholarship of our public schools. The pernicious influence of the colleges for teachers. School and society, 10: 336-43, September 20, 1919.

Part I of this article appeared in School and society for May 10, 1919.

1553. **Keller, A. G.** Post-crisis studies. The Review, 1: 412-14, September 20, 1919.

Says that elementary education in order to be thorough and disciplinary must confine itself to fundamentals. Thinks that, after the three R's, instruction in national economic life and American citizenship are most necessary.

1554. **Keppel, F. P.** American scholarship in the war. Columbia university quarterly, 21: 169-85, July 1919.
The annual address before the New York Delta of Phi Beta Kappa at Columbia university, June 8, 1919.
1555. **Pécaut, Félix.** Un livre d'Amérique. Revue pédagogique, 74: 391-401, June 1919.
Reviews the French translation of Angelo Patri's book entitled "A school-master of the great city."
1556. **Stillman, Charles B.** Educational recommendations of the Atlantic City convention of the American federation of labor. American teacher, 8: 150-53, September 1919.
Action taken by the American federation of labor on the following questions: District of Columbia salaries, The Smith-Towner bill, Library workers, American scientists, and Labor's educational platform.
1557. **Teggart, Frederick J.** Education for life. The Public, 22: 1010-11, September 20, 1919.
Says that a man must not only know how to make a living and how to find companionship in himself, but he must also know how to get on with others.
1558. **Yeater, Charles E.** Education in the Philippines as an investment. Trans-pacific, 1: 21-24, September 1919.
Says that progress of islands in all directions has been advanced by public schools. Development of education in the Philippines under American and native auspices.

FOREIGN COUNTRIES.

1559. Education and the empire. Round table (London) 9: 810-17, September 1919.
Educational conditions in South Africa.
1560. **Leary, Daniel Bell.** Education and autocracy in Russia from the origins to the Bolsheviks. Buffalo, University of Buffalo, 1919. 127 p. 8°. (University of Buffalo studies, no. 1, September 1919)
Bibliographies: p. 124-27.
1561. **Paeuw, Leon de.** La réforme de l'enseignement populaire en Belgique . . . Paris, Librairie Armand Colin, 1919. 334 p. 8°.
1562. Schools under the Bolsheviks. Educational review, 58: 151-54, September 1919.
Reprinted from the educational supplement of the London Times.
1563. **Sonnenschein, E. A.** The German professors. Nineteenth century, 86: 321-33, August 1919.
Discusses the war services of the German universities. Criticises the extravagant claims for German *Kultur* put forth by professors in German universities.
1564. **Vasconcellos, José.** Intellectual progress in Mexico. Bulletin of the Pan American union, 48: 54-61, July 1919.
"As a part of its program of diffusing knowledge of the contemporary life of the American nations the Bulletin takes pleasure in reproducing the above English version of a lecture given recently in the historic University of San Marcos, Lima Peru, by Don José Vasconcellos, the distinguished Mexican scholar."

EDUCATIONAL THEORY AND PRACTICE.

1565. **Allardyce, E. M.** Something about education. Paisley, Alexander Gardner, 1919. 24 p. 12°.
CONTENTS. — I. The chief ends of education. — II. Education and manpower. — III. How we can help education.
Lectures given to units of the 51st (Highland) division in France and Belgium, 1918-1919.

1566. **Brown, George A.** Education now. School and home education, 39: 7-9, September 1919.
1567. **Chapman, J. Crosby.** First results of the attack on formal discipline. Educational review, 58: 120-29, September 1919.
Concludes: "From the idea that procedure was the be-all and the end-all of education, which in translated terms is the practical meaning and saving truth of the erroneous doctrine of formal discipline, we have gone to other extremes and laid the great emphasis on content in the pious hope that, out of the chaos of facts which we give to the student, order will evolve."
1568. **Levine, Albert J.** Scanning the educational horizon. School, 30: 518, 526, 534, August 14, 23, 28, 1919; 31: 6, September 4, 1919.
Discusses the two rival schools of method, the Scientific school and the Naturalistic school.
1569. **Parker, Samuel Chester.** General methods of teaching in elementary schools, including the kindergarten and grades I to VI. Boston, New York [etc.] Ginn and company [1919] 332 p. illus. 12°.
Part I deals with Fundamental points of view and part II with Learning processes; general aspects.
1570. **White, Eva W.** Use of leisure a test of education. Journal of education, 90: 115-18. August 14, 1919.
Also in American education, 23: 12-18, September 1919.
The place of education in training for leisure.
1571. **Wolfe, H. K.** Personality and education. Midwest quarterly, 5: 259-73, July 1918.
The public school and the development of personality.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1572. **Burger, W. H.** Boy behavior. New York, Association press, 1919. ix, 110 p. diags. 16°.
Bibliography: p. 109-10.
1573. **Campbell, C. Macfie.** Education and mental hygiene. Mental hygiene, 3: 398-408, July 1919.
Read before the Mental hygiene section of the National conference of social work, Atlantic City, June 8, 1919.
The place of the teacher in the development of the character of the child, the formation of correct habits of thought and action, the regulation of the instincts and emotions, and the cultivation of a sensitiveness to the true values of life.
1574. **Goddard, Henry Herbert.** Psychology of the normal and subnormal . . . New York, Dodd, Mead and company, 1919. xxiv, 349 p. illus. figs. diags. 8°.
Bibliography: p. 337-41.
1575. **Hug-Hellmuth, H. von.** A study of the mental life of the child. Tr. from the German by James J. Putnam . . . and Mabel Stevens . . . Washington, Nervous and mental disease publishing company, 1919. xiii, 154 p. 4°. (Nervous and mental disease monograph series no. 29)
CONTENTS.—Part I. The period of infancy (The Suckling).—Part II. Introduction. Playtime.
1576. **Smith, Bertha M.** Correlation of ability in reading with the general grades in high school. School review, 27: 493-511, September 1919.
The writer says that the tests described are concerned with "an attempt to discover whether the pupil's ability in deriving meaning from different kinds of written material correlates with his ability in school work according to his grades registered by his teachers at the end of the school year."

EDUCATIONAL TESTS AND MEASUREMENTS.

1577. Myers, Caroline E. and Myers, Garry C. A group intelligence test. School and society, 10: 355-60, September 20, 1919.

1578. Pittsburgh. University. Extension division. A study of arithmetic in western Pennsylvania. Pittsburgh, Pa., University of Pittsburgh, 1919. 58 p. 8°. (University of Pittsburgh bulletin, vol. 15, no. 20, July 1, 1919. University extension 1919-1920)

Prof. Thomas J. Kirby directed the conference, tabulated the data, and edited the bulletin.

1579. Saam, Theodore. Intelligence testing as an aid to supervision. Elementary school journal, 20: 28-32, September 1919.

Results of a test showing that the intelligence quotient may be safely used in promoting children from the kindergarten to the first grade, and that there is a high positive correlation between high intelligence quotients and strong school work, and between low intelligence quotients and failures.

1580. Whitford, W. G. Empirical study of pupil-ability in public-school art courses—Part I. Elementary school journal, 20: 33-46, September 1919.

Describes tests that were given to determine the relative extent to which ability to draw and ability to appreciate art quality are developed through present-day methods of instruction in the public school.

SPECIAL METHODS OF INSTRUCTION.

1581. Claxton, Philander Priestley. The value of visual instruction. Normal instructor and primary plans, 28: 31, October 1919.

The substance of a letter written by the Commissioner of Education expressing his opinion on the importance of visual instruction.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

1582. Moore, William C. Silent reading. Education, 40: 9-14, September 1919.

Advantages gained by silent reading. Says that quantitative studies show that the fourth, fifth, and sixth grades represent the period during which interpretative or silent reading may be emphasized to advantage.

LITERATURE.

1583. Lawrence, W. J. "Hamlet" at the universities. Fortnightly review, 106 n. s.: 219-27, August 1919.

Discusses the presentation of "Hamlet" at the English universities in the seventeenth century.

ENGLISH AND COMPOSITION.

1584. Barnes, Walter. Suggestions for the English course in the junior high school. School review, 27: 523-32, September 1919.

Urges a reconstruction of English studies for junior high school. Presents the ten most significant traits in children of the junior high school age that influence the formulation of the English course.

MODERN LANGUAGES.

1585. Bastien, C. Remarques sur l'enseignement du français. Revue pédagogique, 75: 46-54, July 1919.

ANCIENT LANGUAGES.

1586. Bezard, J. Le Latin en quatre ans. Revue universitaire, 28: 85-102, July 1919.

1587. **Finley, John H.** Our need of the classics. Albany, University of the State of New York, 1919. 6p. 8°.

An address given at the National classical conference in Milwaukee, July 3, 1919, held in connection with the National education association.

Also in *School life*, 3: 6-7, August 16, 1919; *School bulletin*, 45: 242-43, August 1919; *American education*, 23: 19-21, September 1919; *Classical journal*, 15: 37-41, October 1919.

SOCIAL SUBJECTS.

1588. **Harley, Lewis R.** A new treatment of American history. *Education*, 40: 15-26, September 1919.

Says that history should be taught and studied in its completeness, free from narrow provincialism and isolation.

1589. **Hawkes, H. E.** A college course on peace issues. *Educational review*, 58: 143-50, September 1919.

Outline of a course on the study of contemporary civilization at Columbia university, New York city.

1590. **Hubbard, J. W.** Outline of a study of Europe from the point of view of the war. *Journal of geography*, 18: 220-32, September 1919.

An outline based on (1) map study; (2) resources of the nations that were at war; (3) life of the people.

1591. **Power, Eileen, ed.** A bibliography for teachers of history . . . with a foreword by Lord Buckmaster and an introductory essay by Eleanor Doorly. London, Women's International league, 1919. 51p. 12°.

GEOGRAPHY.

1592. **Fairbanks, H. W.** Organization of an ideal course in geography. *Journal of geography*, 18: 233-37, September 1919.

Deprecates the "fact" method; and advocates the "thought" method which he says is the study of relations. The fifth-year work should be an intensive study of the State or natural region in which the school is located.

SCIENCE.

1593. **Gager, C. Stuart.** A basis for reconstructing botanical education. *Science*, 50: 263-69, September 19, 1919.

1594. **Klopsteg, Paul E.** A plea for courses in physical measurements for students of chemistry and related sciences. *Science*, n. s. 50: 199-202, August 30, 1919.

Development of courses in physics with reference to its applications to the chemical, biological and medical sciences.

MATHEMATICS.

1595. **Smith, William B.** Not ten but twelve. *Science*, n. s. 50: 239-42, September 12, 1919.

Presents reasons for not adopting the metric system.

MUSIC.

1596. **Glenn, Mabelle.** Music as an influence in elementary education. *School and home education*, 39: 9-12, September 1919.

Read before the Music section of the National education association, July 2, 1919.

1597. **Tindall, Glenn M.** The desirable objectives of music in the elementary schools. *School and society*, 10: 331-36, September 20, 1919.

KINDERGARTEN AND PRIMARY SCHOOL.

1598. **International kindergarten union.** Is it advisable to change the name "kindergarten"? Kindergarten and first grade, 4: 280-85, September 1919.

Discussion at the Baltimore meeting of the International kindergarten union. Affirmative by Alice Temple; negative by Catherine R. Watkins.

RURAL EDUCATION.

1599. **Clopper, Edward N.** Causes of absence from rural schools. American school, 5: 205-206, July 1919.

Farmwork the cause of retardation in rural schools.

1600. **Quick, Herbert.** The country school. The Public, 22: 1012-13, September 20, 1919.

The ruralized school where books are secondary and the children learn to do by doing.

SECONDARY EDUCATION.

1601. **Stevens, Romiett.** The adviser of girls in high school. Teachers college record, 20: 301-23, September 1919.

Reprinted.

Gives results of a questionnaire, showing the status of the adviser with respect to salary, age, title, academic degree, teaching duties, and administrative duties.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1602. **Andress, J. Mace.** Pupils' opinions as to the relative worth of different methods of teaching educational psychology. Pedagogical seminary, 26: 254-71, September 1919.

According to the pupils' judgments the methods are effective in this order: (1) class experiments; (2) class discussion; (3) lectures; (4) observation of an individual child; and (5) reading.

1603. **Bryant, Victor S.** Opportunities and duties that confront teachers and obligations the state owes them. Training school quarterly, 6: 131-37, July-September 1919.

Commencement address at the East Carolina teachers' training school, Greenville, N. C.

Speaks especially of conditions in North Carolina.

1604. **Emsley, Bert.** Freshman English and creative teachers. Mid-west quarterly, 5: 304-11, July 1918.

A plea that the university adopt a more hospitable attitude toward creative intelligence in young teachers of English.

1605. **Evenden, E. S.** The payment of American teachers. Nation (Educational supplement) 109: 295-98, August 30, 1919.

A study of teachers' salaries in the United States, based on a report by the National education association soon to be published.

1606. **Fisk, Everett O.** The development and function of the teachers' agency. Education, 40: 44-51, September 1919.

1607. **Gray, William S.** The technique of supervising high school practice teaching. School review, 27: 512-22, September 1919.

Report based on a questionnaire sent to more than 50 colleges and universities which provide practice teaching opportunities.

1608. **Kimball, Mrs. Hattie.** Federation of teachers. *Journal of education*, 90: 231-32, September 11, 1919.

The benefits of the teachers' union to the teacher and to the school.

1609. **Klemme, E. J.** That most important question. *Northwest journal of education*, 31: 9-11, September 1919.

The question of teachers' salaries and efficiency.

1610. **Knauth, Oswald W.** Teachers' pay in New York. *Nation*, 109: 283-84, August 30, 1919.

1611. **Lampson, L. V.** American federation of teachers. *Journal of education*, 90: 200-201, September 4, 1919.

Teachers' unions.

1612. **Lowell, Clifford E.** The diminishing value of the dollar and teachers' salaries. *American school board journal*, 59: 33-35, September 1919.

A comparison of teachers' salaries with wages in other occupations. Speaks particularly of conditions in California.

1613. **Mason, Frances V.** A plan for the gradation of practice teaching. *Educational administration and supervision*, 5: 219-24, May-June 1919.

The weakness of the practice department in teacher-training due to the lack of any gradation in practice teaching. The writer's experiment in grading practice work.

1614. **Morton, Robert L.** Qualities of merit in secondary teachers. *Educational administration and supervision*, 5: 225-38, May-June 1919.

1615. **National union of teachers.** Report for 1919 and list of members for the year 1918. London, Pub. by the "Schoolmaster" publishing company, ltd., 1919. 651 p. 8°.

1616. **Russell, James E.** Organization of teachers. *Journal of education*, 90: 171-73, August 28, 1919.

Also in *Educational foundations*, 31: 35-38, September 1919.

Gives a code of ethics for teachers' organizations. Believes in organization for teachers but does not think they should form an offensive and defensive alliance with the American federation of labor.

1617. **Waldo, D. B.** How to secure an adequate supply of trained teachers for the public schools of the United States. *School and society*, 10: 299-300, September 6, 1919.

Read at the general meeting of the National education association. Milwaukee, Wis., July 3, 1919.

The writer says that "When proper standards are established, adequate teacher-training schools provided, opportunity for social service and satisfaction assured, and just salaries are paid, the supply of trained teachers will rapidly increase."

1618. **Woody, Clifford.** The differential in initial salaries paid to elementary and high school teachers. *American school board journal*, 59: 43-45, 107, September 1919.

Contains information on the eligibility requirements and the initial salaries paid to elementary teachers and high school teachers in a number of cities in the United States.

HIGHER EDUCATION.

1619. **Butler, Nicholas M.** The colleges and the nation. *Educational review*, 58: 155-60, September 1919.

1620. **Frank, Glenn.** Humanizing education. *Century*, 98: 651-66, September 1919.

This article, which is one of a series, represents an inquiry into the effectiveness of American colleges in producing the liberally educated men we need for the leadership of our national life.

1621. Jones, Plummer F. Two historic colleges. American review of reviews, 60: 295-301, September 1919.

Sketches of William and Mary college and Hampden-Sidney college, Virginia. Illustrated.

1622. Ogden, Robert Morris. The idea of the university. School and society, 10: 271-81, 311-17, 361-73, September 6, 13, 27, 1919.

The value of humanistic study and the emphasis that should be placed on it in our universities. Gives extracts from Cardinal Newman's "Idea of a university."

1623. Parkin, George B. Rhodes scholarships and American scholars. Atlantic monthly, 124: 365-75, September 1919.

Of all the candidates for scholarships throughout the United States during the past 13 years, now numbering more than 2,000, about one-half have failed to pass the qualifying examination for the Rhodes scholarships. Most of the failures occur in arithmetic, algebra, geometry and Latin. Says the writer: "The almost irresistible inference is that there must be some lack of thoroughness in the training given in American secondary schools."

1624. Shepard, Frederick J., comp. Fourth supplement to the history of the Yale class of 1873 (academic), August 1, 1919. 633-759 p. 8°.

1625. Smallwood, W. M. The fate of the liberal arts college in American universities. School and society, 10: 241-50, August 30, 1919.

A review of some of the changes taking place in education in university centers. The writer says, in conclusion, that there is no immediate danger that the liberal college will be eliminated but there is a strong probability that its real work, particularly in the junior college, will become subservient to the more aggressive and more easily defined needs of the professional school.

SCHOOL ADMINISTRATION.

1626. Coffman, Lotus D. The need for the substitution of a cooperative type of school organization for the present system. American school board journal, 59: 29-30, September 1919.

Address before the Department of elementary education, National education association, July 1, 1919.

Shows the need of cooperative planning and cooperative organization in school affairs. Says that teachers and supervisors and administrators instead of magnifying their individual or class grievances and attempting to influence and control each other through forms of coercion, must meet together upon a common ground and through discussion and evidence arrive at a common conclusion, which will serve as a basis for action. Such organization involves a council which includes representatives of the various groups.

1627. Elam, Shelby Smith. The apportionment of the public school fund of Kentucky with a plan for reapportionment. Kentucky high school quarterly, 5: 1-50, July 1919.

1628. Harris, Miss M. C. Teacher participation in school administration. American school board journal, 59: 30-31, 109, September 1919.

Address before the Department of elementary education of the National education association, July 1, 1919.

A brief sketch of the attempt of the Teachers' council of Minneapolis to bring into closer relation the teaching body and the administrative staff.

1629. Lucky, G. W. A. Important changes in the Nebraska school law. Educational review, 58: 109-19, September 1919.

Laws lately passed affecting the teaching of languages in elementary schools; providing for the exclusive use of English in public meetings; and regulating, standardizing, and supervising all elementary education as given in public, private, denominational, and parochial schools.

1630. **Miller, George Frederick.** Contents of state superintendents' reports. *School and society*, 10: 267-69, August 29, 1919.

Gives a table showing to what extent and in what way the state educational reports have been changed within the last four years. The table shows that there has been very little change and seldom does this change represent an improvement.

1631. **Morrison, H. C.** Taxation, teachers' salaries, and cost of education. *Elementary school journal*, 20: 47-56, September 1919.

After considering our present system of support for common schools, the writer concludes that the only possible way for adequate support and equality of educational opportunity is for the state to bear the whole current cost of operating schools and to derive its revenue for school purposes from incomes, inheritances, and similar objects, but chiefly the first; and further for the federal government to devote a large proportion of its own revenue from incomes to the equalization of revenues for school purposes as between the states.

1632. **Nutt, H. W.** Principles of the supervision of instruction. *Educational administration and supervision*, 5: 239-47, May-June 1919.

Presented at the Chicago meeting of the Society of college teachers of education.

1633. **Theisen, W. W.** Administrative tendencies in the educational code of Maryland. *Educational administration and supervision*, 5: 255-66, May-June 1919.

In conclusion the writer says that viewed as a whole, Maryland's present educational law appears to have been drawn with the idea of making possible a high degree of administrative efficiency.

SCHOOL MANAGEMENT.

1634. **Bushell, W. F.** School punishments. *Journal of education* (London) 51: 532-34, 579-80, August, September 1919.

1635. **Hall-Quest, Alfred L.** Training pupils in the effective use of the textbook. *Elementary school journal*, 20: 57-64, September 1919.

SCHOOL ARCHITECTURE.

1636. **Bauchmiller, Helen.** Beauty in the schoolroom. *Ohio teacher*, 40: 11-13, August 1919.

Some suggestions for making the schoolroom attractive.

1637. **Koos, Leonard V.** Space-provisions in the floor-plans of modern elementary-school buildings. *Elementary school journal*, 20: 12-25, September 1919.

1638. **Rapeer, Louis W.** The one-story rural consolidated building. *American school board journal*, 59: 37-39, 105, September 1919.

Gives some of the principal advantages and special features of the one-story consolidated school.

SCHOOL HYGIENE AND SANITATION.

1639. **Blanton, Smiley.** Mental and nervous changes in the children of the volksschulen of Trier, Germany, caused by malnutrition. *Mental hygiene*, 3: 343-86, July 1919.

A study of about 6,500 children between the ages of five and a half and fourteen in the volksschulen of Trier, Germany.

1640. **Chenery, William L.** Underfed children. *New republic*, 20: 226-27, September 24, 1919.

Says that Dr. Thomas D. Wood estimates that one child in every five in the United States is suffering seriously from the effects of hunger. Speaks of the effects of malnutrition in European countries during the war.

1641. Framingham, Mass. Community health and tuberculosis demonstration. Schools and factories. Framingham, Mass., 1919. 62 p. illus. 8°. (Framingham monograph no. 6. Sanitary series II.)

The sanitary conditions of the schools and shops of Framingham, Mass.

SOCIAL ASPECTS OF EDUCATION.

1642. Abbott, Leslie E. How to make a success of the school fair. Normal instructor and primary plans, 28: 47, 83, 87, October 1919. illus.
1643. Boorman, W. B. Living together as boys. Twenty-eight studies for boys on Ideals of community life . . . New York, Association press, 1919. 106 p. 32°.

CONTENTS.—Elements of camp life.—Developing camp spirit.—Enemies of the camp.—Needs of the camp.

1644. Weller, Charles F. Community service through the schools. School and society, 10: 301-11, September 13, 1919.

An address before the National education association, Milwaukee, Wis., July 3, 1919.

Community service in the schools of Chester, Pa.

CHILD WELFARE.

1645. Bradish, Prudence. Mother-love in action. New York and London, Harper & brothers [1919] 242 p. 12°.

The play, education, etc., of a child from babyhood to college days.

1646. Cannon, Lucius H. Curfew. Texts of the ordinances of some of the cities of the United States. St. Louis, Municipal reference library, 1919. 233-56p. 8°. (St. Louis public library. Monthly bulletin, new ser., vol. 17, no. 8, August 1919.)

1647. Clopper, Edward N. Child labor and school attendance. American child, 1: 100-106, August 1919.

The confusion that exists in the states in respect to child labor and the necessity for federal legislation.

1648. Hallin, Oscar W. Schools and school children. American journal of public health, 9: 681-84, September 1919.

Discusses the effect of school attendance on the health and growth of children. Recommends much physical recreation during the recesses.

1649. Petit-Dutaillis, Mme. J. M. Les écoles maternelles en 1918. Revue pédagogique, 74: 412-27, June 1919.

1650. Veal, Ronald Tuttle, and others. Classified bibliography of boy life and organized work with boys . . . New York, Association press, 1919. 198 p. 16°

MORAL EDUCATION.

1651. Aymard, Aubin. L'influence morale des lectures et du cinématographe. Revue pédagogique, 75: 1-10, July 1919.

Presented at the meeting of the Interallied congress of social hygiene.

1652. Irion, Theodore W. H. The psychology of the moral development of children. Child-welfare magazine, 14: 5-8, September 1919.

An address delivered before the National congress of mothers and parent-teacher associations in Kansas City, May 9, 1919.

Factors that deal with character development in personal relations and factors that deal with character development in larger social relations.

1653. **Richardson, Norman E.** Moral education as a reconstruction problem . . . New York, Cincinnati, The Abingdon press, [1919] 30 p. 16°.

An address delivered at the annual session of the Board of Sunday schools of the Methodist Episcopal church, Chicago, February 6, 1919.

RELIGIOUS EDUCATION.

1654. **Birney, Laurens J.** The mission of the Christian college to the world. Mt. Union college bulletin (Alliance, Ohio), 20: 1-2, September 1919.
1655. **Champion, D. M.** What the church has done for education. London, Society for promoting Christian knowledge, 1919. 30p. 16°.

After showing what the Church has done in the past for education, the writer says that the Church's share in future English education is likely to differ rather in kind than in importance from the past.

MANUAL AND VOCATIONAL TRAINING.

1656. **Bock, Minna McLeod.** The crafts of the southern mountain people. Kentucky high school quarterly, 5: 53-66, July 1919.
Craft work and education among the southern mountaineers.
1657. **Crossland, Alta Bee Adams.** Bringing real life into the schoolroom. Normal instructor and primary plans, 28: 24-25, October 1919.
The development of primary pupils through a comprehensive course in industrial arts.
1658. **Dow, Arthur Wesley.** Art service in war and peace. Teachers college record, 20: 353-65, September 1919.
1659. **Griffith, Ira S.** The field of manual arts in terms of present needs. Manual training a required subject in the general curriculum. Manual training magazine, 21: 1-5, September 1919.
1660. **McDonald, D. J.** Objectives in trade education and suggestions regarding their attainment. Industrial-arts magazine, 8: 379-84, October 1919.
1661. **Stoddard, William L.** The Boston trade union college. Nation (Educational supplement) 109: 298-300, August 30, 1919.
Discusses the aims of the college, and presents its curriculum.
1662. **U. S. Department of labor.** Training service. Efficient training in a large plant. Washington, Government printing office, 1919. 13p. 24°. illus. (Training bulletin no. 11)
Reprinted in the American machinist, 51: 420-21, August 28, 1919.
Tells of the work of a successful training department in an eastern plant.
1663. **U. S. Federal board for vocational education.** Training courses in safety and hygiene in the building trades. Washington, Government Printing office, 1919. 128 p. illus. 8°. (Bulletin no. 31. Trade and industrial series no. 6, May 1919)
Bibliography: p. 125-36.
1664. **Vaughn, S. J.** The assignment and planning of projects. Industrial-arts magazine, 8: 392-96, October 1919.
The project method of teaching woodworking in the elementary grades.
1665. ———. First aid to the inexperienced. Industrial-arts magazine, 8: 335-38, September 1919.
Starting a grade class in woodworking.
This is the first of a series of articles which will be published during the year.

1666. Winslow, Leon L. The textile industries in elementary education. Industrial-arts magazine, 8: 345-50, September 1919.

VOCATIONAL GUIDANCE.

1667. Osburn, Burl N. A study of data from a vocational questionnaire. Industrial-arts magazine, 8: 358-62, September 1919.

Results of a vocational questionnaire given to the students of the East junior high school of Sioux City, Iowa, for the purpose of obtaining a more intelligent basis for vocational guidance.

1668. Van Hove, Bertha. What Minneapolis is doing along the line of vocational guidance. Industrial-arts magazine, 8: 339-42, September 1919.

VOCATIONAL TESTS; ARMY PERSONNEL.

1669. Golden, P. N. Applying army methods of selecting men for industry. American machinist, 51: 409-11, August 28, 1919.

The experience of the War department with the Army trade tests and the results obtained.

1670. Link, Henry C. Employment psychology. The application of scientific methods to the selection, training and grading of employees. New York, The Macmillan company, 1919. 440 p. 8°.

CONTENTS.—Pt. I. Psychological tests.—Pt. II. Trade tests and other applications of employment psychology.—Pt. III. Selection and retention.—Pt. IV. Conclusions.

AGRICULTURAL EDUCATION; HOME ECONOMICS.

1671. Agricultural education association, England. Memorandum on the reconstruction of agricultural education in England and Wales. Newport, Salop, Harper Adams agricultural college [1919?] 64 p. 8°

1672. Butterfield, Kenyon L. The farmer and the new day. New York, The Macmillan company, 1919. 311 p. 12°.

Contains chapters on The education of the rural people, Organising the rural community, An American program of rural reconstruction, etc.

1673. Day, Harriet. Experiences in teaching household decoration. Industrial-arts magazine, 8: 422-24, October 1919.

1674. International harvester company, inc. The rotation plan, what it is and what it does. Chicago, International harvester company, 1919. 21 p. 8°.

Contains: 1. The rotation plan, p. 3-7. 2. A. E. Winship: Intensify by rotation, p. 9-11. 3. A. A. Jeffrey: Making old schools new. How vitalized agriculture brought renewed life to Garrett district, p. 15-18.

1675. Kramer, Mary Eleanor. Vitalized agriculture vitalizes communities. Western teacher, 28: 31-34, September 1919.

The rotation plan for teaching agriculture as adopted in the rural schools of Missouri.

1676. McCracken, Elizabeth. Home economics and child welfare. Journal of home economics, 11: 403-11, September 1919.

An address presented at the twelfth annual meeting of the American home economics association, Blue Ridge, N. C., June 1919.

1677. Snedden, David. The new type of school for farming. School and society, 10: 281-84, September 6, 1919.

The home project school of farming for boys from fifteen to eighteen years of age.

1678. **Wheeler, Ruth.** Home economics in the woman's college. *Journal of home economics*, 11: 375-80, September 1919.

Presented at the twelfth annual meeting of the American home economics association, Blue Ridge, N. C., June 1919.

1679. **Winship, A. E.** Vitalization through rotation. *Journal of education*, 90: 232-34, September 11, 1919.

The country school vitalized by rotation of subjects.

COMMERCIAL EDUCATION.

1680. **Maxwell, William.** The training of a salesman . . . Philadelphia and London, J. B. Lippincott company [1919] 221 p. front. illus. 12°.

1681. **Purinton, Edward Earle.** Personal efficiency in business . . . New York, R. M. McBride & company, 1919. 341 p. 12°.

1682. **Swiggett, Glen Levin.** The new education and the nation's business. *School and society*, 10: 211-19, August 23, 1919.

Says the new education in this new democracy is calling more than ever for a type of preparation that will allow our business at home and abroad to develop, as it should, by natural laws, with scientific methods, on economic principles, and with business practices that shall be in accord with Christian practices.

PROFESSIONAL EDUCATION.

1683. **Christian, W. G.** Pre-hospital training for nurses. *American journal of nursing*, 19: 939-41, September 1919.

1684. **Liber, Benzion.** Public health education. *Modern medicine*, 1: 333-38, August 1919.

1685. **Talbot, Eugene S.** The higher and better education of the dental student. *Journal of the American medical association*, 73: 805-7, September 13, 1919.

Says there is need of better understanding of the etiology and pathology of disease; need of making dentists professional men rather than mechanics.

1686. **Worcester, Alfred.** Consecutive or interrupted hospital training for pupil nurses. *Boston medical and surgical journal*, 181: 221-24, August 21, 1919.

Also in *Trained nurse and hospital review*, 63: 121-24, September 1919.

The practice at the Waltham, Mass., training school for nurses of allowing the hospital training of pupils to be interrupted by a few months of training in home nursing. Answers the criticisms that have been made against this system.

CIVIC EDUCATION.

1687. **Fretwell, Elbert K.** Education for leadership: training citizens through recreation. *Teachers college record*, 20: 324-52, September 1919.

An experiment conducted in the Speyer junior high school, New York city, in training boys for citizenship.

1688. **Grant, J. R.** Community civics. *Arkansas teacher*, 7: 10-13, 20, September 1919.

1689. **Jones, Sir Henry.** The principles of citizenship. London, Macmillan and co., ltd., 1919. 180 p. 12°.

CONTENTS.—I. Introduction; a plea for the use of the methods of science in moral matters.—II. Conflicting theories of the nature of the state.—III. The structure of the state: the problem of individuality.—IV. The mutual service and mutual obligations of state and citizen.—V. The basis and principle of the interference of the state.—VI. The rights of the state and its duties in relation to certain activities of national life.

1690. Ohio history teachers' journal. Bulletin, no. 14, May 1919. (Civics and Americanization.)

CONTENTS.—1. H. R. Spencer: A crisis in civics teaching, p. 67-70. 2. E. A. Cottrell: The newer civic education, p. 71-75. 3. H. A. Miller: What is Americanization? p. 76-81. 4. Juliette Sessions: Organizations of the community for Americanization, p. 82-86. 5. F. W. Coker: Survey of high-school texts in civil government, p. 87-95.

1691. Thousands of Catholic parish houses to operate movie shows. National Catholic war council, preparing to equip churches and schools throughout the country with motion picture projectors, has launched the greatest plan for civic education ever known—entertainment, education, and ethical improvement the aim—real film teaching to establish new epoch. Educational film magazine, 2: 12-13, 30, September 1919.

1692. West, Henry L. Teaching patriotism through books. Bookman, 50: 65-71, September 1919.

Says that the ignorance regarding our Constitution is appalling and is not confined to the illiterate and foreign born. Reviews various books on civics.

AMERICANIZATION OF IMMIGRANTS.

1693. Alexander, Hartley B. Americanization. Nation, 109: 367-69, September 13, 1919.

Criticises the current Americanisation programs.

1694. Butler, Fred C. America's duty to the next generation. Kindergarten and first grade, 4: 255-58, September 1919.

Address given before the International kindergarten union, Baltimore, Md.

The need for Americanization and the teaching of English to foreigners as revealed by facts brought out by the war.

1695. Dickerson, Roy E. Some suggestive problems in the Americanization of Mexicans. Pedagogical seminary, 26: 288-97, September 1919.

Mexicans in Arizona.

EDUCATION OF SOLDIERS.

1696. Aydelotte, Frank. Final report of the war issues course of the Students' army training corps. Washington, War department, Committee on education and special training, 1919. 112 p. 4°.

Organization, development, and results of the war issues course both in the vocational and collegiate sections of the Students' army training corps.

1697. Boyd, Paul P. What and how far have military courses and training contributed to the college curricula? School and society, 10: 219-24, August 23, 1919.

Paper read at the Kentucky education association meeting, Louisville, June 25, 1919.

Speaks particularly of the value of the Students' army training corps to the colleges.

1698. Education in the army. Fortnightly review, 106 n. s.: 259-66, August 1919.

Article on education in the British army during the world war, by an "officer instructor." Describes the various activities of the army schools.

1699. Edwards, Allen B. Military training in our colleges. Columbia university quarterly, 21: 217-24, July 1919.

The importance of military training in colleges and how this training is to be carried out successfully.

1700. Erskine, John. Society as a university. Educational review, 58: 91-108, September 1919.

Address delivered at the opening of the American expeditionary force university, at Beaune, Cote d'Or, France, March 15, 1919.

1701. **Utter, Robert P.** "English A" in France. Review, 1: 348-50, August 30, 1919.

First year English at the A. E. F. University at Beaune.

REEDUCATION OF WAR INVALIDS.

1702. American journal of care for cripples, vol. 8, no. 6, June 1919.

Contains: 1. D. C. McMurtrie: Experience in the re-education of disabled soldiers in Great Britain, p. 419-33. 2. Aline S. Atherton-Smith: Re-educational work among the Serbs in France, p. 434-37. 3. Francesco Denti and others: The re-education of blinded soldiers, p. 442-46. 4. F. P. Reagle: Educational service. U. S. A. General hospital no. 28, Fort Sheridan, Ill., p. 452-55. 5. Dr. Freudenberg: Vocational guidance and the provision of employment for the tuberculous, with special reference to the war disabled, p. 474-82.

1703. **Hammitt, F. M.** The great experiment. American school board journal, 59: 47-48, September 1919.

The experiment of the Federal board for vocational education in giving training to disabled soldiers.

1704. **Perry, Charles E.** The rehabilitation of the tuberculous soldier. Boston medical and surgical journal, 181: 260-64, August 28, 1919.

Deals with therapeutic and educational measures.

EDUCATION OF WOMEN.

1705. **Dealey, Hermione L.** College curricula and interests of college women. School and society, 10: 294-99, September 6, 1919.

An investigation of the curricula of women's colleges having student enrollments ranging from 125 to 1,000.

1706. **Odencrantz, Louise C.** Italian women in industry; a study of conditions in New York city . . . New York, Russell Sage foundation, 1919. v, 345 p. diagrs., tables. 8°.

Chapter X deals with the Education and training of women in industry.

1707. **Poirier, Mme. M.** A propos du cinquième baccalauréat. Revue universitaire, 28: 347-57, 103-14, May, July 1919.

I. La solution officielle.—II. Le projet du Conseil national des femmes.

EDUCATION OF DEAF.

1708. **DeLand, Fred.** Working in behalf of deaf children, or, How, when, and why the American association to promote the teaching of speech to the deaf was organized. Volta review, 21: 523-30, August 1919.

EXCEPTIONAL CHILDREN.

1709. **Cautley, Edmund.** The precocious child. Child, 9: 481-86, August 1919.

Discusses physical, sexual, and mental precocity.

1710. **Collin, André.** Du mauvais écolier au délinquant juvénile. Étude de trois causes principales de la délinquance chez l'enfant. Revue pédagogique, 74: 402-11, June 1919.

1711. **Kline, Linus W.** A report on a course of study for "opportunity classes." Pedagogical seminary, 26: 234-53, September 1919.

Gives the course of study now being used in the "opportunity classes" of the public schools of Duluth, Minn.

1712. **Porteus, S. D.** Cephalometry of feeble-minded. Vineland, N. J., Training school, 1919. 24 p. 8°. (Publications of the Department of research of the Training school at Vineland, N. J.)

Reprint from the Training school bulletin, June 1919.

Literature cited: p. 23-24.

1713. **Stammering.** *Volta review*, 21: 598-601, September 1919.

Advice to the teacher in correcting cases of stammering in school children.

1714. **Wallin, J. E. Wallace.** The achievement of mental defectives in standardized educational tests. *School and society*, 10: 250-56, August 29, 1919.

Presented before the Society of college teachers of education, Chicago, February 25, 1919.

1715. ———. Meeting the needs of the mentally handicapped child in school. *Journal of education*, 90: 227-30, September 11, 1919.

Address before Ohio state conference of charities and correction.

Speaks of the following types of mentally handicapped children for which special help and differentiated educational treatment should be provided: sub-normal children, speech defectives, children with special disabilities in some of the school subjects or in some specific mental function, children with special sensory defects, and unstable, unruly, or morally weak pupils.

EDUCATION EXTENSION.

1716. **Aubrun, Ph.** Un essai de cours de perfectionnement. *Revue pédagogique*. 75: 34-41, July 1919.

1717. Continuation schools in Denmark. *The Times* (London), Educational supplement, no. 227: 421-22, August 21, 1919.

1718. **Ferguson, Reginald W.** The works school and its place in our educational system. *Journal of education and school world* (London) 51: 453-54, July 1, 1919.

Discusses continuation schools in England.

1719. **Flexner, Hortense.** Are you too old to learn? *Red cross magazine*, 14: 11-14, 62, 64, September 1919. illus.

Stories of achievement in learning in the moonlight schools of Kentucky.

1720. **Young, Ernest.** The problem of the continuation schools. London, George Philip & son, ltd. [1919?] 42 p. 12°.

CONTENTS.—I. What the act provides.—II. The stages of school life.—III. The aim of the continuation school.—IV. The curriculum.—V. Works' schools.—VI. Curriculum for a rural school.

LIBRARIES AND READING.

1721. **Davis, Jesse B.** The high school library of the next decade. *Library journal*, 45: 593-96, September 1919.

Paper read at the American library association conference at Asbury Park, June 27, 1919.

Says in conclusion that the high-school library of the next decade will prove to be the unifying factor among all the other departments in bringing about the reorganization of secondary education in America.

1722. **Friedel, J. H.** Training for librarianship. *Library journal*, 45: 569-74, September 1919.

Enumerates some difficulties in library schools that should be remedied and suggests some improvements that should be made in the training of librarians.

1723. **Ward, Gilbert O.** Suggestive outlines and methods for teaching the use of the library. A guide for the use of librarians giving instruction to high-school students. Boston, Mass., The F. W. Faxon company, 1919. 104 p. forms. 8°.
1724. **Williamson, Charles C.** Some present-day aspects of library training. *Library journal*, 45: 563-68, September 1919.
- Paper read at the American library association conference at Asbury Park, June 26, 1919.
- Suggests the organization of all library training activities and facilities into one system under the general direction of an A. L. A. Training Board, with a permanent staff and a competent expert as its executive and empowered to work out and adopt a scheme of standards of fitness for all grades of library service and to grant appropriate certificates to properly qualified persons.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1725. Education in France in 1916-1918; by I. L. Kandel. Washington, 1919. 19 p. (*Bulletin*, 1919, no. 43)
- Advance sheets from the Biennial survey of education, 1916-1918.
1726. Educational periodicals during the nineteenth century; by Sheldon Emmor Davis. Washington, 1919. 125 p. (*Bulletin*, 1919, no. 28)
1727. Manufacturers indorse the kindergarten; by Bessie Locke. Washington, 1919. 4 p. (*Kindergarten circular* no. 4, July 1919)
1728. Standardization of medical inspection facilities. A contribution to modern schoolhouse planning; by J. H. Berkowitz. Washington, 1919. 22 p. (*Bulletin*, 1919, no. 2)
1729. Summer schools in 1918; by the Statistical division of the Bureau of Education. Washington, 1919. 42 p. (*Bulletin*, 1919, no. 31)
- Advance sheets from the Biennial survey of education in the United States, 1916-1918.



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1919, No. 75

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

NOVEMBER, 1919



WASHINGTON
GOVERNMENT PRINTING OFFICE
1919

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Vocational guidance—Vocational tests; Army personnel—Agricultural education; Home economics—Professional education—Civic education—Americanization of immigrants—Education of soldiers—Reeducation of war invalids—Education of women—Negro education—Education of deaf—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1730. Conference of educational associations. Report of the seventh annual conference . . . held at the University college, London, January 1919. London, 1919. 230 p. 8°.

Contains: 1. H. A. L. Fisher: The art of keeping alive, p. 1-10. 2. Percy Griffith: Drawing and the utility-motive in education, p. 12-18. 3. Lord Gorell: Education of men on military service, p. 24-29. 4. National and international ideals in the teaching of history, [by] F. J. C. Hearnshaw, p. 29-35; [by] Miss A. E. Levett, p. 35-43. 5. Frank Warner: Art in industry, p. 54-63. 6. E. W. Maples: The education, welfare, and recreation of the young worker, p. 78-84. 7. Winifred Mercier: The training college, p. 85-92. 8. The utility motive in education, [by] John Adams, p. 96-103; [by] P. B. Ballard, p. 103-108. 9. J. A. Thomson: The eugenic ideal in education, p. 114-23. 10. E. W. MacBride: The principles of sex-instruction, p. 123-37. 11. Miss M. G. Bondfield: The place of the school in society, p. 158-73. 12. J. Shelley: What do we mean by freedom for the child? The root problem of educational reconstruction, p. 175-83. 13. Prof. Fleure: Human geography, p. 193-98. 14. James Shelley: Realistic education. Joy as a criterion of educational values, p. 199-203. 15. Homer Lane: Factors in children's conduct, p. 207-12. 16. Ernest Gray: Continuation schools, p. 217-24.

1731. **Education association of western Pennsylvania.** Proceedings [Pittsburgh, Pa., November 29-30, 1918] Pittsburgh, University of Pittsburgh, 1919. 114 p. 8°. (University of Pittsburgh bulletin, vol. 15, no. 3, March 1, 1919)

Contains: 1. S. A. Courtis: Educational efficiency revealed by standard tests, p. 6-9. 2. L. L. Thurston: Mental tests for college entrance, p. 16-17. 3. E. C. Noyes: Report of a committee of the Allegheny county principals' round table on essentials in English, p. 27-42. 4. W. S. Small: State and national legislation for physical education, p. 55-57. 5. F. T. Jones: Standardizing tests in physics and chemistry, p. 82-85. 6. Orton Lowe: What economic occupations of educational value can be devised for children under fourteen years of age in mining towns—how relate the occupations to school work? p. 86-93. 7. A. C. Callen: The problem of educating the adult in mining towns in subjects pertaining to mining, p. 93-103. 8. Josiah Keely: The educated versus the uneducated miner as an asset to coal company, p. 103-9. 9. J. G. Becht: How obtain more general financial support for schools in mining towns, p. 112-14.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1732. **Boyer, Charles C.** History of education. New York [etc.] C. Scribner's sons [1919] viii, 461 p. plates. 12°.

The thematic purpose of this volume is to show that historically education has been a progressive adjustment of claims in the exercise of human freedom.

1733. **Wells, Benjamin W.** Alcuin the teacher. Constructive quarterly, 7: 531-52, September 1919.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

1734. **Cestre, Charles.** Coup d'œil sur la civilisation américaine. Revue internationale de l'enseignement, 39: 247-65, July-August 1919.

Opening lecture of the course in American literature and civilization at the Sorbonne in Paris, December 3, 1918.

Emphasizes the community of ideals of France and America.

1735. **Claxton, Philander Priestley.** Education for the establishment of democracy in the world. Washington, Government printing office, 1919. 22 p. 8°.

Address before the National education association at Milwaukee, Wis., July 2, 1919.

1736. **Gerwig, George W.** Report of secretary of the Board of public education, Pittsburgh, 1918-1919. Pittsburgh, Pa., 1919. 2 pamphlets. 8°.

These reports contain sections on Character as a national asset, and on Education and reconstruction.

1737. **Marquardt, W. W.** Aims of our public schools. Philippine education, 16: 97-100, August 1919.

An address by the former Director of education of the Philippines before the Rotary club of Manila on the work of the Bureau of education of the Philippines and the results that are being attained.

1738. **North Carolina. University.** School of education. A study of the public schools in Orange county, North Carolina. Chapel Hill, N. C., The University, 1919. 32 p. illus. 8°. (University of North Carolina record, no. 166, June 1919. Extension series no. 32)

1739. **Price, Theodore H.** The school and the workaday beyond. Outlook, 123: 178-80, October 1, 1919.

An address delivered at a conference of masters in church schools, held at St. Paul's school, Concord, N. H., September 18, 1919.

Presents differences between boys educated in the public schools and those educated in preparatory schools. Says that public school graduates are more efficient in the business world than preparatory school graduates.

1740. **Roz, Firmin.** La culture française aux États-Unis. *Minerve française*, 1: 87-98, June 1, 1919.
1741. **Way, J. E.** The earmarks of autocracy in American schools. *Ohio educational monthly*, 68: 360-64, September 1919.
1742. **Wood, Will C.** New occasions and new duties. *Sierra educational news*, 15: 403-11, September 1919.
Reconstruction in education. Speaks particularly of conditions in California.

FOREIGN COUNTRIES.

1743. **Blakesley, John H.** Education: its aims and means. *Nineteenth century*, 86: 535-46, September 1919.
Criticises state interference in education. Conditions in England described.
1744. **Cohn, Adolphe.** Reopening of the École normale supérieure. *Educational review*, 58: 181-200, October 1919.
The reopening exercises of the school took place on March 23, 1919, at Paris, and were attended by the highest educational authorities of France. Gives speeches of Ernest Lavisse, President Poincaré, etc.
1745. **Delvolvé.** L'école et les universités. *Revue pédagogique*, 75: 79-94, August 1919.
Deals with the relations between the university and the public school in France. The author discusses the same subject from the university point of view in an article in the *Revue de métaphysique et de morale*, March-April 1919.
1746. **Fries, Wilhelm.** Zur schulreform in Deutschland und Österreich. *Lehrproben und lehrgänge aus der praxis der höheren lehranstalten* (Halle a. d. S.) heft 140: 1-20, July 1919.
Reviews various recent works on the new era in education in Germany and Austria.
1747. **Inman, Samuel Guy.** Educational leaders of Mexico. *Educational foundations*, 31: 104-108, October 1919.
1748. **Litt, Theodor.** Die höhere schule und das problem der einheitsschule. *Monatschrift für höhere schulen* (Berlin) 18: 280-93, July-August 1919.
Based on a program brochure by Karl Reinhardt entitled *Die neugestaltung des deutschen schulwesens*, Leipzig, 1919.
1749. **Strong, John, ed.** The education (Scotland) act, 1918, with annotations. With list of new educational authorities. Edinburgh, Oliver and Boyd, 1919. xi, 125 p. 8°.
1750. **Thompson, J. M.** Reflections of a temporary schoolmaster. *Contemporary review*, 116: 327-31, September 1919.
Discusses public school life in England. Student morals and religion.
1751. **Torres, Arturo.** The educational system of the republic of Cuba. *Bulletin of the Pan American union*, 49: 352-57, September 1919.
Prepared from data furnished by Dr. Ramiro Guerra, professor of education in the Normal school of Habana, and information contained in the Columbus Memorial library of the Pan American union.

EDUCATIONAL THEORY AND PRACTICE.

1752. **Palmer, Frank H.** Repression, impression, expression in the process of education. *Education*, 40: 98-107, October 1919.
Presents among other topics the socialized recitation and student self-government.
1753. **Ward, C. H.** Educational bolshevism. *Outlook*, 123: 130-33, September 24, 1919.
Criticises the methods of modern pedagogists in building up mountains of data and then making "practical applications of their inductions without any knowledge of the practice of teaching."

1754. **Winship, A. E.** Danger signals for teachers. Chicago, Forbes & company, 1919. 204 p. 12°.

Some hints designed to help teachers in their work.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1755. **Moritz, Robert E.** The new comedy of errors. Educational review, 58: 219-38, October 1919.

Defends the doctrine of formal discipline in education. Criticises the "modernists" for their views.

1756. **Wrightson, Hilda A.** Sense training for children's development in the form of simplified games and exercises. New York, The McCann company [1919] 221 p. plates. 12°.

EDUCATIONAL TESTS AND MEASUREMENTS.

1757. **Bachman, Frank P.** Subject-matter standards. School and society, 10: 411-16, October 11, 1919.

A formulation of the standards that should control in judging instruction on the side of subject-matter and teaching methods.

A second article by the same author on this subject is contained in School and society, 10: 454-57, October 18, 1919, under the title "Teaching standards."

1758. **Chase, H. W. and Carpenter, C. C.** The response of a composite group to the Stanford revision of the Binet-Simon tests. Journal of educational psychology, 10: 179-88, April 1919.

Study based on a test of 103 children in the elementary school of Chapel Hill, N. C., by the Stanford revision of the Binet tests.

1759. **Courtis, Stuart A.** The Gary public schools. Measurement of classroom products. New York city, General education board, 1919. xxii, 532 p. 12°.

The eighth part of the report of a survey of the schools of Gary, Ind., made by the General education board on invitation of the board of education and the superintendent of schools of that city.

1760. **Jordan, R. H.** The use of tests and scales as supervisory instruments. Journal of education, 90: 255-56, September 18, 1919.

Mentions a number of ways in which mental tests and scales may assist the supervisor.

1761. **Madsen, I. N. and Sylvester, R. H.** High school students' intelligence ratings according to the Army Alpha test. School and society, 10: 407-10, October 4, 1919.

Results of the Alpha test given to the high-school students of Rockford, Ill., Madison, Wis., and Sioux City, Iowa.

1762. **Mead, Cyrus D.** The effect of exempting pupils proficient in handwriting. Journal of educational psychology, 10: 179-88, April 1919.

A controlled test in handwriting carried out over the greater part of the school year of 1917-18 with three fifth and two sixth grades, in all, 203 pupils.

1763. **Rogers, Agnes L.** The scope and significance of measurement in early elementary education. Kindergarten-primary magazine, 32: 40-44, October 1919.

An address given before the International kindergarten union, at Baltimore, Md.

Also in Kindergarten and first grade, 4: 299-304, October 1919.

1764. **Scott, Colin A.** An eighth grade demonstration class and the three R's. Journal of educational psychology, 10: 189-218, April 1919.

Tests of arithmetic and silent reading in school of South Hadley, Mass.

1765. **Van Wagenen, M. J.** Educational tests and scales: their origin. School education, 39: 44, 46-47, October 1919.

To be continued.

SPECIAL METHODS OF INSTRUCTION.

1766. **Branom, Mendel E.** The project method in education. Boston, R. G. Badger [1919] 282 p. 8°.

Deals with the general principles of project teaching, and with the use of projects in the manual arts and in history and geography.

1767. **Follett, Wilson.** Schooling without the school. Harper's magazine, 139: 700-08, October 1919.

The story of the home training of the author's little daughter, who learned to use a typewriter at the age of three years before she could read. Mr. Follett describes his method of teaching, which he thinks will call out of any normal child the eager powers and abilities hidden away within him.

1768. **Levin, Samuel M.** The use of the problem method in history teaching. Education, 40: 111-20, October 1919.

Emphasizes the importance of history teaching, and advocates the problem method as "an instrumentality of incalculable worth."

1769. **Lull, H. G.** What are problems and projects. Chicago schools journal, 2: 19-25, September 1919.

Procedures in project-problem instruction.

SPECIAL SUBJECTS OF CURRICULUM.

SPELLING.

1770. **Randall, John.** Phonetic spelling as an engineering problem. Educational review, 58: 239-52, October 1919.

An effort to show what might be developed "by treating English spelling from the viewpoint of the efficiency engineer rather than that of the specialist."

ENGLISH AND COMPOSITION.

1771. **Carr, W. L.** The English vocabulary of the high school freshman. Classical journal, 15: 20-29, October 1919.

Discusses the value of Latin as an aid in improving a pupil's English.

1772. **Froehlich, Hugo B.** A new basis for the study of English. Industrial-arts magazine, 8: 430-38, November 1919.

Vitalizing the teaching of English through the manual arts.

1773. **Leonard, Sterling L.** Composition targets. English journal, 8: 401-11, September 1919.

Suggests among other things cooperative attempts to rate oral and written themes by all teachers.

1774. **Magee, Mrs. Helen B.** On the value of journal and letter writing as an introduction to a freshman course in exposition writing. English journal, 8: 420-32, September 1919.

1775. **Tressler, J. C.** Salvaging from the English scrap-heap. English journal, 8: 412-18, September 1919.

Describes a method of testing the efficiency of dictation in teaching written composition.

FOREIGN LANGUAGES.

1776. The study of languages. Pennsylvania gazette, 18: 12-13, October 3, 1919.

ANCIENT LANGUAGES.

1777. **Grant, W. L.** The study of the classics in translation: an Ontario attempt. Bookman, 50: 230-35, October 1919.

Describes an experiment made in Upper Canada college by holding a definite class for the study of classical literature in translation. Favors this method for many students.

1778. **Hoffman, Horace Addison.** *Everyday Greek; Greek words in English, including scientific terms.* Chicago, Ill., The University of Chicago press [1919] ix, 107 p. 12°.

This book is adapted for use in schools and colleges, and for private study and reference. It is particularly serviceable for students of medicine.

1779. **MacVey, Anna P.** *The classical club as an educational agency.* *Classical journal*, 15: 30-36, October 1919.

Discusses the encouragement of classical studies through the medium of classical clubs.

1780. **Robinson, Mary C.** *An experiment in teaching Latin for the sake of English.* *Classical journal*, 15: 42-49, October 1919.

An experiment tried in the high school of Bangor, Maine.

1781. **Shorey, Paul.** *What to do for Greek.* *Classical journal*, 15: 8-19, October 1919.

A plea for the classics in the high schools, especially Greek.

HISTORY.

1782. *Suggestions for teachers of history.* *Historical outlook*, 10: 377-87, October 1919.

A symposium: (1) *Yorktown day*, October 19, by T. W. Gosling, p. 377; (2) *Current events revised*, by W. H. Ellison, p. 381; (3) *A college museum*, by M. P. Clarke, p. 383; (4) *American history in fiction*, by G. Buck, p. 384.

GEOGRAPHY.

1783. **Brown, Robert M.** *Geography in recent books on education.* *Journal of geography*, 18: 268-74, October 1919.

- 1784 ——— *Geography in recent school surveys.* *Educational review*, 58: 207-18, October 1919.

Study based on the following school surveys: Cleveland, 1916; Grand Rapids, Mich., 1916; St. Louis, 1918; Elyria, Ohio, 1918; San Francisco, 1917; Gary, 1918.

SCIENCE.

1785. **Davis, Bradley M.** *Introductory courses in botany.* *School science and mathematics*, 19: 629-32, October 1919.

To be continued.

1786. **Libby, Walter.** *A function of the history of science.* *Educational review*, 58: 201-6, October 1919.

Advocates the study of the history of science in colleges as a bond of reconciliation between divergent educational ideals.

MATHEMATICS.

1787. **Barnes, H. O.** *Geometry by analysis.* *School review*, 27: 612-18, October 1919.

Says that pupils become more efficient in demonstration of originals, and show more initiative.

MISCELLANEOUS.

1788. **Pollock, Horatio M.** *Mental hygiene in the school.* *American education*, 23: 60-63, October 1919.

The ground to be covered in teaching mental hygiene includes the following: mental habits, mental food, exercise, rest, environment, and pathological conditions.

1789. **Reynolds, Harriet C., ed.** *Thoughts on humane education. Suggestions on kindness to animals and notes on their habits and usefulness.* Washington, D. C., Humane publishing company, 1919. 200 p. plates. 16°.

The introduction is written by Dr. P. P. Claxton.

1790. **Whitney, Albert W.** *Safety in education in the public schools.* *Teacher's journal*, 19: 130-34, October 1919.

Tells what has been done in safety work in the St. Louis public schools.

KINDERGARTEN AND PRIMARY SCHOOL.

1791. **Claxton, P. P.** The economics of the kindergarten. *Outlook*, 123: 136-37, September 24, 1919.

RURAL EDUCATION.

1792. **Root, Rosamond.** The specific equipment of teachers to meet the new course of study. *Rural school messenger*, 9: 29-33, September 1919.
This is one of a series of contributions given in a symposium on "The new demands in rural life and education" at the meeting of the National education association in Milwaukee, July 1919.
1793. **Wilson, G. M.** The reorganized course of study for modern rural life. *Schools and home education*, 39: 26-28, October 1919.
Read at the meeting of the National education association, Milwaukee, July 1, 1919.

SECONDARY EDUCATION.

1794. **Breslich, E. B.** A committee on results. *School review*, 27: 600-11, October 1919.
Describes the work of a committee in the University high school of the University of Chicago known as a committee on results, and "charged with the responsibility of stimulating testing throughout the school and of coordinating such work done by the various departments."
1795. **Briggs, Thomas H.** What is a junior high school? *Educational administration and supervision*, 5: 283-301, September 1919.
Results of a questionnaire sent to representative men, who have shown the most interest in the junior high school movement, in order to find out what is considered essential and what non-essential for a junior high school.
1796. **Cook, J. H.** Principles underlying the organization of public high school curricula. *High school journal*, 3: 167-71, October 1919.
Applied especially to North Carolina high schools.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1797. **California.** State normal school, San Diego. The curriculum of the model and training school. Sacramento, California state printing office, 1919. 178 p. illus. 8°. (State normal school, San Diego, Cal. Bulletin, vol. 7, no. 3, August 1919)
1798. **Crabbe, John G.** How to secure an adequate student constituency for state normal schools and colleges. *American school*, 5: 237, 253, August 1919.
Read before the Department of normal schools, National education association, Milwaukee, July 3, 1919.
Offers some suggestions for a plan of advertising to increase the attendance of students at normal schools.
1799. **Gay, Edwin F.** Does a university career offer "no future"? *Journal of education*, 90: 367-68, October 16, 1919.
From the *New York Times*, September 14, 1919.
The exodus of college professors and the necessity of paying the college teacher a decent salary.
1800. **Hall, Newton M.** The laborer and her hire. *Outlook*, 123: 133-36, September 24, 1919.
A discussion of teachers' salaries.
1801. **Mead, A. B.** An example of cooperation in teacher training in a small city. *School and society*, 10: 393-97, October 4, 1919.
Cooperation in teacher training in Delaware, Ohio.
1802. **Northend, Charles.** Professional improvement. *Pennsylvania school journal*, 68: 73-76, August 1919.
Improvement of teachers in service by professional reading, visits to schools, teachers' meetings, etc.

1803. **Strong, E. A.** Academic degrees in normal schools. American schoolmaster, 12: 294-99, September 1919.

Part of an address to the degree classes of the State normal college, Ypsilanti, Mich., June 1919.

Calls attention to a very radical change, with respect to degrees and diplomas, which has come over the educational world during these twenty or twenty-five years.

HIGHER EDUCATION.

1804. **Brodrick, C. W.** Thoughts on Oxford. Contemporary review, 116: 316-20, September 1919.

1805. **Collard, F.** Deux universités belges en Hollande: Amersfoort et Utrecht. Revue internationale de l'enseignement, 39: 266-77, July-August 1919.

The story of two institutions of higher education established among the interned Belgian soldiers and refugees in Holland during the world war.

1806. **Lowell, A. Lawrence.** Universities from within. World's work, 38: 620-25, October 1919.

Discusses academic instruction and moral training. Salaries for instructors.

1807. **Pierce, Frederick E.** American scholarship. Yale review, 9: 119-30, October 1919.

Criticises "the appalling inadequacy" of German scholarship in the humanities, and the evil effects of such scholarship on American higher education.

1808. **Princeton university. Endowment committee.** Princeton. Princeton, N. J., Endowment committee of Princeton university, 1919. 95 p. 12°.

CONTENTS.—Preface, President J. G. Hibben.—1. Why Princeton needs endowment.—2. Summary of specific needs.—3. Schedule of endowments.—4. Geographical distribution of students.—5. Princeton's national tradition.—6. Princeton's educational policy.

1809. **Wertebaker, Thomas Jefferson.** The preceptorial method. Princeton alumni weekly, 20: 10-12, October 1, 1919.

The preceptorial system at Princeton university.

SCHOOL ADMINISTRATION.

1810. **Flanders, J. K.** Some effects of federal aid upon secondary education. Educational administration and supervision, 5: 325-34, September 1919.

1811. **Staples, C. L.** A critique of the U. S. Bureau of education. Education, 40: 78-97, October 1919.

Discusses the educational appropriations made to the Federal bureau of education. Criticises the meagerness of the appropriations, and urges the creation of a Department of education, with a secretary of education.

1812. **Swift, Fletcher Harper.** Common school finance in Alabama. Educational administration and supervision, 5: 303-24, September 1919.

This study was begun before the recent federal survey of education in Alabama was announced. "The striking agreement of the conclusions in the present study with those of the [Federal] Commission, most of which were arrived at entirely independently, lends interest and strength to the criticisms and recommendations of both."

SCHOOL MANAGEMENT.

1813. **Brown, J. Stanley.** Supervision of study in the grades. Chicago schools journal, 1: 10-13, June 1919.

1814. **Cast, G. C.** Free text-books in the high school. Nebraska teacher, 22: 62-65, October 1919.

The writer is convinced that the free text-book, at least in the high school, is a positive evil from the viewpoint of sound pedagogy. Presents the more obvious reasons for considering the free text-book harmful.

1815. **Kendall, Calvin N.** Plain talk about schools. Journal of education, 90: 311-12, October 2, 1919.

A few suggestions for making schools better and happier.

1816. **Leonard, Sterling Andrus.** The social recitation. Chicago schools journal, 1: 2-9, June 1919.

SCHOOL ARCHITECTURE.

1817. **Koos, Leonard V.** Space provisions in the floor plans of modern high school buildings. *School review*, 27: 573-99, October 1919.

Study based on a tabulation of the kinds of space-provision made in the floor-plans of 156 high school buildings erected during the decade 1908-17.

SCHOOL HYGIENE AND SANITATION.

1818. **Bardeen, C. B.** Medical supervision of students at Wisconsin. *Modern medicine*, 1: 468-77, October 1919. illus.

In conclusion, the writer says that the aims of medical supervision at the University of Wisconsin embrace the study and care of the health of the community as a whole, including the hygiene of the environment, and the study and care of the health of students as individuals both immediate and in relation to their future.

1819. **Friedel, V. H.** The interallied congress of hygiene in Paris. *American journal of school hygiene*, 3: 61-65, September 1919.

Translated by Lawrence A. Averill. Reprinted from *School hygiene* (London), 10: no. 2, June 1919.

The principal resolutions regarding school hygiene adopted by the congress.

1820. **Howe, William A.** Oral hygiene, a state health educational function. 10 p. 8°.

Reprinted from the *Journal of the National dental association*, vol. 6, no. 8, August 1919.

Read before the National dental association at its twenty-second annual session, Chicago, Ill., August 5-9, 1918.

1821. **Howes, Willard B.** Medical supervision of Framingham (Mass.) schools. *Boston medical and surgical journal*, 181: 427-31, October 2, 1919.

Gives table showing the prevalence of certain physical defects in different age groups.

1822. **Marcus, Leopold.** Open-air classes. *Journal of the American medical association*, 73: 1057-59, October 4, 1919.

Work of the Bureau of child hygiene, New York city. Paper read before the section of preventive medicine and public health at the Seventieth annual session of the American medical association, June, 1919.

1823. **Thaler, William H.** The evolution of hygiene as a factor in education. *School and society*, 10: 450-54, October 18, 1919.

1824. **Withers, John W.** The dental clinic and the public schools. In *Report of Missouri state dental association. Annual meeting, St. Louis, April 14-16, 1919. Dental cosmos*, 61: 1016-21, October 1919.

PHYSICAL TRAINING.

1825. **Doebelin, Maud I.** "Come, let us play with our children." *Froebel. Current education*, 23: 246-50, October 1919.

The importance of play in the education of the child.

1826. **Pearl, N. H. and Brown, H. E.** Health by stunts. New York, The Macmillan company, 1919. x, 216 p. illus. 16°.

An effort on the part of two physical directors, who have had unusual opportunity for observation and experimental work with boys in the upper elementary grades and in the high school grades, to give in convenient form plans to develop an interest by our boys in various wholesome athletic exercises.

SOCIAL ASPECTS OF EDUCATION.

1827. **Fell, E. E.** The aims and advantages of the parent-teachers' association. *Moderator-topics*, 40: 36-37, 47, September 25, 1919.

1828. **Piggott, H. E.** The cooperation of home and school. *Journal of education and school world* (London) 51: 593-95, September 1919.

1829. **Snedden, David.** Educational sociology: its province and possibilities. *American journal of sociology*, 25: 129-49, September 1919.

Discusses the value of sociology to government, religion, domestic life, and education. Says that the two sciences most fundamental to education are sociology and psychology. Presents possible objectives of research in educational sociology.

1830. **Webb, J. C.** Socialization as an educational objective. *Journal of education*, 90: 339-40, October 9, 1919.

CHILD WELFARE.

1831. **American child hygiene association.** Transactions of the ninth annual meeting, Chicago, December 5-7, 1918. Baltimore, Press of Franklin printing company, 1919. 354 p. 8°. (Miss Gertrude B. Knipp, secretary, 1211 Cathedral Street, Baltimore, Md.)

Formerly the American association for study and prevention of infant mortality.

Contains: 1. Mrs. W. L. Putnam: President's address [Child welfare] p. 17-31. 2. Mrs. W. P. Lucas: The work of the children's bureau of the American Red cross in France, p. 33-40. 3. Anna E. Rude: The progress of children's year, p. 59-64. 4. Mrs. I. C. Wood: Report of the Elizabeth McCormick memorial fund on the program of the children's year in Illinois, p. 69-73. 5. Anna E. Rude: What the Children's bureau is doing and planning to do, p. 75-80. 6. Taliaferro Clark: The plans of the United States public health service, p. 85-92. 7. S. Josephine Baker: Lessons from the draft, p. 181-88. 8. Pansy V. Besom: How to conduct a survey in the interest of child welfare work, p. 198-205. 9. Report of the Committee on teaching courses, p. 252-53; Discussion, p. 253-58.

1832. **U. S. Children's bureau.** Standards of child welfare. A report of the Children's bureau conferences May and June, 1919. Washington, 1919. 459 p. 8°. (Conference series no. 1, Bureau publication no. 60)

CONTENTS.—Section I. The economic and social basis for child welfare, p. 21-77.—Section II. Child labor, p. 79-141.—Section III. The health of children and mothers, p. 143-304.—Section IV. Children in need of special care, p. 305-407.—Section V. Standardization of child welfare laws, p. 409-27.—Section VI. Standards, p. 429-44.

RELIGIOUS EDUCATION.

1833. **Erb, Frank Otis.** Organizing the young people's department of the Sunday school. *Religious education*, 14: 305-11, October 1919.

1834. **Hartshorne, Hugh.** Childhood and character; an introduction to the study of the religious life of children. Boston, Chicago, The Pilgrim press [1919] viii, 282 p. 12°.

1835. **Johns, Ralph Leslie.** The problem of Old Testament instruction. *Biblical world*, 53: 481-92, September 1919.

1836. **Johnson, George.** The curriculum of the Catholic elementary school. A discussion of its psychological and social foundations. Washington, D. C., 1919. 121 p. 8°.

A dissertation submitted to the faculty of philosophy of the Catholic University of America in partial fulfillment of the requirements for the degree of doctor of philosophy.

1837. **Lampe, M. W.** The religion of university students, as seen in the University of Pennsylvania. *Alumni register (University of Pennsylvania)* 22: 14-21, October 1919.

1838. **Rhineland, Philip Mercer.** Theology and education. *Churchman*, 120: 15-17, September 6, 1919.

MANUAL AND VOCATIONAL TRAINING.

1839. **National society for vocational education.** Addresses delivered at the twelfth annual convention, St. Louis, Mo., February 20-22, 1919. New York city, National society for vocational education, 1919. 4 v. 8°. (Bulletin, no. 28, 29, 30, 31)

Contains: Bulletin no. 28, Lessons of the war, The states and the Smith-Hughes act, Women in industry, 96 p.; Bulletin no. 29, Federal aid to commercial education, Recent developments in commercial education, Retail selling education, 79 p.; Bulletin no. 30, Industrial education, Trade tests, Unit trade schools, General industrial schools, Shopwork on productive basis, Teacher training—State supervision, Training and upgrading of women workers, 72 p.; Bulletin no. 31, Agricultural education, Supervision, Two current problems, Relations to agricultural extension, 29 p.

1840. **Bennett, Charles A.** Industrial art education—America's opportunity. School and society, 10: 373-77, September 27, 1919.

Emphasizes the value of art education from the economic standpoint.

1841. **Binnion, R. B.** Academic education as related to vocational education. Texas school journal, 36: 12, 14, 21, 29, May 1919.

1842. **Boone, Richard G.** Teaching printing in the schools of California. Sierra educational news, 15: 436-39, September 1919.

1843. **Dooley, William H.** Principles and methods of industrial education, for use in teacher training classes; with an introduction by C. A. Prosser. Boston, New York [etc.] Houghton Mifflin company [1919] xi, 257 p. 12°.

According to the introduction, the value of this book lies in its compact summing up of facts and principles; its "sampling" of methods and devices in organizing material for purposes of instruction, all of which can be a constant stimulus to vocational teachers in training classes to reflect and reason independently.

1844. **Ladd, Robert M.** Class work in industrial chemistry. School science and mathematics, 19: 633-42, October 1919.

1845. **McKinney, James.** Some essentials in teacher training as they apply to trades and industries. Manual training magazine, 21: 41-45, October 1919.

1846. **Thomas, Earl Baldwin.** Theodore Roosevelt and industrial education. Manual training magazine, 21: 39-40, October 1919.

1847. **Vaughn, S. J.** First aid to the inexperienced—III. Class management, or, How to handle the boys. Industrial-arts magazine, 8: 427-32, November 1919.

The third article in a series on starting a grade class in woodworking.

VOCATIONAL GUIDANCE.

1848. **Whitney, Frank P.** Choosing a vocation in junior high school. Education, 40: 120-25, October 1919.

Material gathered from pupils of the Collinwood junior high school, Cleveland, Ohio, regarding their prospective vocations, etc.

VOCATIONAL TESTS; ARMY PERSONNEL.

1849. **U. S. War Department.** Adjutant general's department. Classification division. The personnel system of the United States army. Vols. 1-2. Washington, D. C., 1919. 2 v. 8°.

Vol. I. History of the personnel system.—Vol. II. The personnel manual.

Volume I traces the development of the personnel work of the army as it steadily solved the problems arising and finally ripened into an organized system. Volume II gives detailed instructions for the actual operation of the personnel system as finally evolved and in use during the latter part of 1918.

AGRICULTURAL EDUCATION; HOME ECONOMICS.

1850. **Cooley, Anna M.** Teaching home economics; by Anna M. Cooley, Cora M. Winchell, Wilhelmina H. Spohr, Josephine A. Marshall, of Teachers college, Columbia university, New York. New York, The Macmillan company, 1919. xii, 555 p. 12°.

Part I of this book deals with the history and place of home economics as an organized study in the school program. In Part II the organization of courses of study in home economics is presented—in the elementary school, high school, rural schools, and in agencies other than schools. Part III tells how to plan lessons in home economics. The subject of Part IV is Personnel, materials, and opportunities in the teaching of home economics. A comprehensive bibliography of the literature of the entire subject concludes this part of the book. Part V, Addenda, contains numerous typical courses of study selected from various institutions.

1851. **Hunt, Thomas Forsyth.** The future of agricultural education. School and society, 10: 381-88, October 4, 1919.

Some observations on agricultural education during the past as bearing upon its possible future.

PROFESSIONAL EDUCATION.

1852. **Hayford, John F.** Reflections of an S. P. E. E. president. Bulletin of the Society for the promotion of engineering education, 10: 1-14, September 1919.

Presidential address at the 27th annual meeting of the society, June 25-28, 1919. Deals with various phases of engineering education in this country.

1853. **U. S. War Department. Committee on education and special training.** The engineer school at Camp Humphreys. A report on methods of teaching engineering. Washington [1919] 76 p. 8°.

1854. **Wood, Helen.** Value of the clinical method of teaching in nursing schools. American journal of nursing, 20: 8-12, October 1919.

CIVIC EDUCATION.

1855. **Leighton, Etta V.** Our little citizens. Primary education, 27: 483-85, October 1919. illus.

Civic instruction and the "Tiny Town" movement in Springfield, Mo.

1856. **Ray, P. Orman.** The ignorant "educated" and the universities. School and society, 10: 388-93, October 4, 1919.

Deplores the lack of instruction in American government in our universities. Says "Not only do thousands enter the colleges and universities each year deplorably ignorant of such matters, but it is possible for most of them to leave the university at the end of four years hardly less ignorant."

1857. **Rosenstein, David.** Government, training and welfare. School and society, 10: 441-50, October 18, 1919.

"A comment on a collection of papers written by leading specialists, under the title, 'Experts in city government,' edited by Major E. A. Fitzpatrick, of Wisconsin, and bespeaking interest in the growing movement for college and university training for public service."

1858. **Snedden, David.** Some new problems in education for citizenship. International journal of ethics, 30: 1-15, October 1919.

An address given before the Columbia institute of arts and sciences, January 28, 1919.

Writer says that means must be devised of convincing our youth that their chief responsibilities as active or dynamic citizens must be met, not through their abilities to solve complex social and political problems for themselves, but through their abilities to employ specialists to solve these problems for them.

1859. **Tildsley, John L.** What Government does for the citizen. Outlook, 123: 126-29, September 24, 1919.

First of a series of articles on community civics—a practical educational course in citizenship.

AMERICANIZATION OF IMMIGRANTS.

1860. **Arnold, Earl C.** The elimination of illiteracy. *Education*, 40: 65-71, October 1919.

Advocates immediate steps to Americanize the 13,000,000 foreigners in this country, many of whom can neither read nor write our language.

1861. **Avery, Lewis B.** A new heaven. *School and society*, 10: 416-22, October 11, 1919.

The Americanization movement and the efforts of the public schools in the movement.

1862. **Somers, Arthur S.** The gospel of Americanism. Brooklyn, N. Y., Brooklyn training school for teachers, 1919. 11 p. 8°. (Brooklyn training school for teachers. Bulletin no. 4.)

Commencement address before the class of 1919 of the Brooklyn training school for teachers.

The teacher's function in Americanizing our alien population.

EDUCATION OF SOLDIERS.

1863. **Erskine, John.** Universal training for national service. *American review of reviews*, 60: 416-20, October 1919.

Discusses the advantages of converting the army training cantonments into permanent training schools where much of the equipment used for war purposes could be constantly used for purposes of peace.

1864. **Houston, Harry.** Teaching illiterates in France. *Journal of education*, 90: 319-20, October 2, 1919.

Teaching American soldiers in France.

REEDUCATION OF WAR INVALIDS.

1865. *Conférence interalliée pour l'étude de la rééducation professionnelle et des questions qui intéressent les invalides de la guerre*, Paris, May 8-12, 1917. *Compte rendu*. Tome I-II. Paris, Imprimerie Chaux, 1919. 2v. 4°.

EDUCATION OF WOMEN.

1866. **Allix, André.** A technical course in economic geography. *Journal of geography*, 18: 252-59, October 1919.

The French text of this article is appearing in *L'École du travail*, Paris. Describes the work of the Higher technical school for girls, Lyons, France. Gives program of studies, and bibliography.

1867. **Gerould, Katharine Fullerton.** Cap-and-gown philosophers. *Delineator*, 95: 7, 59-60, October 1919.

Reviewed in *Literary digest*, October 11, 1919, p. 57-58, 62, 66.

Tabulates and digests the answers received from 600 woman's college seniors, mostly in the East, to the following questions: 1. Do you plan to live at home next year? 2. Are your plans for the future in harmony with those of your parents for you? 3. If you could do exactly as you wanted, what occupation would you follow: Stage, business, writing, editing, law, medicine, etc.? 4. How much money, approximately, did it cost you to dress, per year, in college? 5. At how much money per year, do you estimate the value of your services as a wife and housekeeper, provided you sacrifice a "career" to home life? 6. Which of the monthly magazines do you enjoy the most? 7. How much money do you think a man and girl need to marry on? 8. How many children do you want? 9. If you follow a professional or business career, would you attempt marriage and motherhood in addition, if you met the right man? 10. Provided you could not have both marriage and a business or professional career, which would you sacrifice? 11. What do you think of women smoking?

NEGRO EDUCATION.

1868. A declaration of principles by representative Negroes of North Carolina, Raleigh, September 26, 1919. Raleigh, N. C., Office of superintendent of public instruction, 1919. 12 p. 8°.

The declaration given in this pamphlet was adopted by a conference of leading Negroes called by Dr. E. C. Brooks, State superintendent of public instruction, with a view to inaugurating a broad educational policy for both races in North Carolina and promoting confidence and harmony.

1869. Williams, W. T. B. Hampton graduates as teachers. Southern workman, 48: 503-7, October 1919.

EDUCATION OF DEAF.

1870. Society of progressive oral advocates. Proceedings of the second annual convention, St. Louis, June 23-25, 1919. Volta review, 21: 229-60, October 1919.

Contains: 1. M. A. Goldstein: The lessons from the war, p. 631-34. 2. J. W. Davis: Phonics in the schools, p. 635-38. 3. E. A. Gruver: The subnormal deaf, p. 641-44. 4. Mrs. E. C. Evans: What the parent can accomplish through organized effort, p. 647-50. 5. Enfield Joiner: Work of the section of defects of hearing and speech at U. S. Army general hospital no. 11, p. 651-55. 6. Frederick Martin: Stammering, p. 655-59.

1871. De Land, Fred. Some notes about the American association to promote the teaching of speech to the deaf. Volta review, 21: 663-69, 701-702, October, November 1919.

Third and fourth papers of series.

1872. Monro, Sarah J. Phonetics and word study. A plan for pronunciation and speech drill, fifth year's work. Volta review, 21: 669-72, October 1919.

EDUCATIONAL EXTENSION.

1873. Bulletin of the Metropolitan museum of art, vol. 14, no. 9, September 1919.

Contains: 1. Gustave Straubenmüller: The place of the art museum in education, p. 191-93. 2. Walter Sargent: The place of the art museum in elementary education, p. 193-94. 3. Royal B. Farnum: The place of the art museum in secondary education, p. 194-96. 4. F. L. Ackerman: College and museum, p. 196-98.

1874. Drummond, Alec M. Plays for the time. English journal, 8: 419-28, September 1919.

Gives a list of plays suitable for the educational theatre, based on appropriateness to the time.

LIBRARIES AND READING.

1875. Richardson, Mary C. The importance of the library in the school system. Public libraries, 24: 334-35, October 1919.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1876. Financial and building needs of the schools of Lexington, Kentucky. Washington, 1919. 50 p. (Bulletin, 1919, no. 68)

1877. Home gardening for city children of the fifth, sixth, and seventh grades; by Ethel Gowans. Washington, 1919. 72 p. (U. S. School garden army)

1878. The junior college; by F. M. McDowell. Washington, 1919. 139 p. (Bulletin, 1919, no. 35)

1879. Lessons in school-supervised gardening for the southeastern states. Vegetables. Washington, 1919. 53 p. (U. S. School garden army)

1880. A manual of school-supervised gardening for the northeastern states. Pt. I--Vegetables. Washington, 1919. 74 p. (U. S. School garden army)

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1919, No. 83

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

DECEMBER, 1919



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GOVERNMENT PRINTING OFFICE
1919

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—Scientific research—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Home economics—Professional education—Civic education—Americanization of immigrants—Education of soldiers—Education of women—Negro education—Education of deaf—Exceptional children—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1881. **Pennsylvania. University.** Schoolmen's week proceedings, April 10-12, 1919. Philadelphia, Pa., Pub. by the University, 1919. 447 p. 8°. (University of Pennsylvania bulletin, vol. 20, no. 1, October 1, 1919)

Commented upon in the Pennsylvania gazette, 18: 121, October 31, 1919.

Contains: 1. W. H. Kilpatrick: The demands of present American life upon American education, p. 23-27. 2. A. E. McKinley: Educational reorganization during and after the war, p. 27-34. 3. H. S. Magill: The organization of the teaching profession for more effective service, p. 35-39. 4. A code of ethics for the teaching profession, p. 42-46. 5. G. W. Flounders: Educational measurements in the building and maintenance of the course of study, p. 49-52. 6. E. S. Ling: The use of graphs in supervision, p. 52-55. 7. W. S. Monroe: The next step in the use of educational measurements, p. 64-72. 8. Harlan Updegraff and L. A. King: Second annual report of the Bureau of educational measure-

- ments, p. 73-113. 9. W. S. Monroe: Reasoning tests in arithmetic, p. 113-19. 10. Harold Barnes: Reorganization of classes based on the Monroe silent reading tests, p. 119-23. 11. H. C. Morrison: Distribution of school funds in New Hampshire, p. 129-34. 12. Harlan Updegraff: Application of state funds to the aid of local schools, p. 134-66; Discussion, p. 166-70. 13. J. M. Gambrill: Americanization of the immigrant child—some underlying principles, p. 170-73. 14. I. B. Bush: Americanization work in the public schools of Erie, p. 174-77. 15. C. F. Weller: Community service for Chester and vicinity, p. 178-83. 16. S. E. Weber: Americanization work in the public schools of Scranton, p. 184-88. 17. G. H. Betts: Rural school consolidation and transportation, p. 192-97. 18. J. G. Becht: A study of school consolidation and transportation in Pennsylvania, p. 197-99. 19. T. A. Bock: Consolidation and transportation in Pennsylvania, p. 200-207. 20. G. H. Betts: The county institute, p. 208-12. 21. Carson Ross: The status of teachers' institutes in Pennsylvania, p. 212-21. 22. Gertrude A. Golden: The Courtis arithmetic tests in a Philadelphia public school, p. 263-71. 23. A. L. Gehman: Emphasizing individual instruction, p. 271-76. 24. W. S. Monroe: The improvement of instruction through the use of educational tests, p. 277-86. 25. Mabel Skinner: An ideal course in civics for the high school, p. 287-97. 26. T. H. Briggs: The high school curriculum, p. 301-307. 27. W. R. Douthett: A study of occupations as a definite course in the high school, p. 312-22. 28. Anna B. Pratt: The educational counselor in the public schools, p. 322-27. 29. Muriel W. Brown: Educational guidance and the trade school, p. 327-36. 30. J. Y. Pennypacker: The relation of the college course to the high school student, p. 344-52. 31. C. E. Bennett: Theory and practice in the reading of classical verse, p. 364-77. 32. D. M. Robinson: Archaeology in the schools, p. 377-85. 33. J. A. Pratt: The vestibule school and its contribution to industrial education, p. 388-92. 34. Home economics and its function in the school [by] Ada G. Fish, p. 394-96; [by] B. Lillian Daix, p. 396-98; [by] Ruth F. Elliott, p. 399-401; [by] Mary K. Richards, p. 401-408; Discussion, p. 403-405. 35. W. H. Kilpatrick: Secondary mathematics from the point of view of general educational theory, p. 406-12; Discussion, p. 412-14. 36. C. H. Handschlin: Tests and measurements in modern language work, p. 420-25. 37. F. P. Graves: The evolution of our universities, p. 441-47.

See also items 1896, 1968, 2006, 2043, 2056, 2057, 2075, and 2101.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1882. Haight, Elizabeth Hazelton. The life and letters of James Monroe Taylor, the biography of an educator. New York, E. P. Dutton & company [1919] 891 p. front., plates, ports. 8°.
- Dr. Taylor was for many years president of Vassar college, Poughkeepsie, N. Y.
1883. Knight, Edgar W. Reconstruction and education in South Carolina. South Atlantic quarterly, 18: 350-64, October 1919.
- To be concluded.
- A history of measures relating to public schools undertaken by the State government of South Carolina during the reconstruction period following the Civil War.
1884. Musselman, H. T. The story of a great public school system. Texas school journal, 37: 11-16, November 1919. illus.
- The history and growth of the Houston (Texas) public school system.
1885. Northrop, Cyrus. "Reminiscences." Minnesota alumni weekly, 19: 13-27, October 27; 13-32, November 24, 1919.
- Begins a series of President Northrop's reminiscences.
1886. Tucker, William Jewett. My generation; an autobiographical interpretation. Boston and New York, Houghton Mifflin company, 1919. xv, 464 p. plates. 8°.
- By the president emeritus of Dartmouth college.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

1887. **Babbitt, Irving.** Rousseau and romanticism. Boston, New York, Houghton Mifflin company, 1919. xxiii, 426 p. 8°.

This book is an indictment of present-day civilization and a defense of classicism. The author ascribes the origin of the faults of the modern system to Rousseau with his theory of a return to nature.

1888. **Brooks, Eugene C.** North Carolina's new educational system. South Atlantic quarterly, 18: 279-88, October 1919.

Sketches recent educational legislation in North Carolina, and says the people of every section of the State are responding readily to the call to make it possible to wipe out illiteracy and train the next generation in the ways of better citizenship.

1889. **Call, Arthur Deerin.** The war has not destroyed, I. Our hope in public education. Advocate of peace, 31: 282-86, September-October 1919.

Says, in conclusion, that the war has not destroyed our faith in the public schools. In the years to come we shall have to look more and more to the public schools for that stream of influences which shall overthrow devastating class antagonisms, socialize mankind above benumbing need, and put us all in the way of those permanent satisfactions which widen the meanings of life.

1890. **Cates, E. E.** Are our schools producing results? Education, 40: 154-58, November 1919.

Discusses the lack of immediate and willing obedience to constituted authority on the part of the average American boy.

1891. **National education association.** Commission on the emergency in education. A national program for education. School and society, 10: 525-27, November 1, 1919.

A statement of policies adopted September 13, 1919.

1892. **Parkinson, Dera D.** A school program for South Carolina. Columbia, S. C., Pub. by the University, 1919. 23 p. 8°. (Bulletin of the University of South Carolina, no. 80, May 1919)

A thesis submitted to the Department of education of the University of South Carolina in partial fulfillment of the requirements of the degree of Master of arts. A concise, clear-cut and comprehensive survey of the elementary and secondary schools of South Carolina.

1893. **Spaulding, F. E.** A national educational program suggested by experiences of war and prospective demands of peace. National education association bulletin, 8: 5-11, November 1919.

Says "There are three minimum, definite, comprehensive objectives, that American public education should at once set for itself. They are: first, essential elementary knowledge, training, and discipline; second, occupational efficiency; third, civic responsibility." Gives the necessary features of a program for the realization of these objectives.

1894. **Valentine, Roy Herbert.** A partial survey of the schools of Vermillion county, Indiana . . . June 1919. Newport, Ind., Hoosier state print, 1919. 82 p. 8°.

1895. **Watson, Foster.** National education and internationalism. Living age, 303: 362-66, November 8, 1919.

Reprinted from the Anglo-French review.

Says that while the value of national education is irresistible, yet unmitigated self-centredness is as unwholesome in the nation as it is in the individual.

FOREIGN COUNTRIES.

1896. **British association for the advancement of science.** Education at the British association. *Journal of education* (London) 51: 671-73, October 1919.

A résumé of the proceedings of the educational science section of the British association at the Bournemouth meeting, September 9-13, 1919.

1897. **Carpenter, Mary F.** School management in India and some of its problems. School and home education, 39: 52-56, November 1919. illus.

1898. **Dewey, John.** Transforming the mind of China. *Asia*, 19: 1103-08, November 1919. illus.

China is learning that her readjustment to the impact of the western peoples can be effected only by a readjustment of her own age-long customs, that she must change her historic mind and not merely a few of her practices. This process of transformation of the Chinese mind seems to the outsider to progress slowly, but it should be allowed to develop in its own way.

1899. **Edmunds, Charles K.** Modern education in China. *Journal of international relations*, 10: 174-97, October 1919.

Continued from the preceding number of the *Journal*.

Describes the various types of modern education in China.

1900. **Halévy, Élie.** La nouvelle loi scolaire anglaise. *Revue de Paris*, 26: 596-621, October 1, 1919.

A French account of the new English education act.

1901. **Hallays, André.** L'université de Strasbourg; sa renaissance et son avenir. *Revue des deux mondes*, 53: 241-69, September 15, 1919.

A survey of the past history, present condition, and future prospects of the University of Strasbourg.

1902. **Martin, Percy A.** Four years of socialistic government in Yucatan. *Journal of international relations*, 10: 209-22, October 1919.

Incidentally discusses educational conditions in Yucatan.

1903. **Odum, Edward W.** German education and the great war. *Bulletin of the Board of education of the Methodist Episcopal Church, South*, 9: 99-113, November 1919.

Part of the opening address at the first official meeting of the Education association of the Methodist Episcopal Church, South, Memphis, Tenn., March 4-6, 1919.

Also separately reprinted.

1904. **Reynolds, H. C.** Turning a leaf of the book of knowledge; how a literate China has been ordered by proclamation. *Asia*, 19: 1143-47, November 1919. illus.

The interesting story of the new simplified national phonetic writing for the Chinese language, officially adopted by a government decree in November, 1918. This new alphabet is making very successful progress.

1905. **Vasconcellos, A. Faria de.** A new school in Belgium; with an introduction by Adolphe Ferrière. Translated from the French by Eden and Cedar Paul. London, G. G. Harrap & co. Ltd., 1919. 237 p. 12°.

In this book, M. Faria de Vasconcellos describes the methods of instruction followed in the New school at Bierges-les-Wavre, Belgium, of which he is headmaster.

1906. **Vincent, George E.** Chinese progress in medicine, schools, and politics. *American review of reviews*, 60: 515-18, November 1919.

Shows how modern educational ideas are meeting a cordial reception in China.

1907. Wells, H. G. *The undying fire, a contemporary novel.* New York, The Macmillan company, 1919. 229 p. 12°.

This work is a modern version of the book of Job, and presents a plea for the humanizing and socializing of education. Job Huss, the master of a modern school, overwhelmed by great misfortune, but inspired by the "undying fire," wrestles triumphantly with his tormentors and his comforters, in a discussion including everything from education to religion, agnosticism and the war.

EDUCATIONAL THEORY AND PRACTICE.

1908. Baker, Elizabeth S. *The contribution of the teacher to the development of democracy.* Kindergarten and first grade, 4: 343-45, November 1919.

From the standpoint of an elementary teacher.

Address given before the National education association, Milwaukee, July 1919.

1909. O'Shea, M. V. *The medieval mind in education.* School and society, 10: 561-68, November 15, 1919.

Discusses the article by Mr. Ward on "Educational bolshevism," which appeared in the Outlook for September 24, 1919, in which the writer condemns our present educational system.

1910. Preston, F. S. *Fundamental principles of education: the literary aspect.* Journal of education and School world (London), 51: 728-30, November 1, 1919.

A paper read before the educational science section of the British association, September 12, 1919. Advocates an acquaintance with the literature and history of other countries.

1911. Sharp, Dallas Lore. *Patrons of democracy.* Atlantic monthly, 124: 649-60, November 1919.

This article calls the knowledge and practice of democracy the true end of American education. Neither life nor the getting of a living, but living together, this must be the single public end of a common public education hereafter. The writer urges that all American children be educated together in common schools through the high-school grade. After this preparation, specific vocational or technical training or a college course may be entered.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1912. Franz, Shepherd Ivory. *Handbook of mental examination methods.* 2d ed., rev. and enl. New York, The Macmillan company, 1919. 193 p. illus. 8°.

1913. Garth, Thomas Russell. *Work curves.* Journal of educational psychology, 10: 277-83, May-June 1919.

"Examination of the work curves of over 700 third-fourth and seventh-eighth grade children yields no evidence to confirm Meumann's theory of distinct types of workers, but the tendency is to approximate the normal distribution curve."

1914. Geneslay, F. *Physiologie de l'adolescence.* Mercure de France, 135: 437-65, October 1, 1919.

CONTENTS.—I. Durée de l'adolescence.—II. Croissance physique; Forme extérieure.—III. Développement des organes.—IV. L'instinct sexuel.—V. Déviation et exagération de l'instinct sexuel.—VI. Hallucinations et névroses.—VII. Hygiène et éducation physique.

1915. Noe, J. T. C. *On study.* Kentucky high school quarterly, 5: 66-73, October 1919.

The writer says that the mastery of any subject is accomplished by sustained effort. Verbal learning is not real study—thinking alone educates and without thinking there is no mastery.

1916. Ramsey, Carol. The common school and the common child. *American schoolmaster*, 12: 349-53, October 1919.

Sets forth some of the facts and problems connected with the education of the individual child.

1917. Toops, Herbert A. and Pintner, Rudolf. Mentality and school progress. *Journal of educational psychology*, 10: 253-62, May-June 1919.

EDUCATIONAL TESTS AND MEASUREMENTS.

1918. Arthur, Grace. An application of intelligence tests to the problem of school retardation. *School and society*, 10: 614-20, November 22, 1919.

A study made in the public schools of St. Paul, Minn. The results indicate that a child, with rare exceptions, can be made to work up to but not beyond the school grade corresponding to his mental age.

1919. Chapman, J. Crosby. The learning curve in typewriting. *Journal of applied psychology*, 3: 252-68, September 1919.

The method of this research was to test, each week in the school year, the speed of a mixed class, ages 16-18, in typewriting. The material used consisted of extracts from Addison's "Essays."

1920. Christensen, Ione. A mental survey of a training school. *Utah educational review*, 13: 68-72, October 1919.

Abstract of a small portion of a thesis prepared by Miss Christensen in partial fulfillment of the requirements for the master's degree in the University of Utah. It is a survey of the mental ages of the pupils of the University training school.

1921. Doll, E. A. "Scattering" in the Binet-Simon tests. *Training school bulletin*, 16: 96-103, October 1919.

1922. Evans, J. E. and Knoche, Florence E. The effects of special drill in arithmetic as measured by the Woody and the Courtis arithmetic tests. *Journal of educational psychology*, 10: 263-76, May-June 1919.

"A carefully controlled experiment with the Studebaker economy practice exercises. The class with the special drill made five times as much improvement as the class with regular school work."

1923. Foote, John M. and Henson, C. C. A study of arithmetic in Rapides parish. Baton Rouge, La., Ramires-Jones printing company, 1919. 35 p. fold. table. 8°. (Louisiana. State department of education. Bulletin no. 11, September 1, 1919.)

List of selected references, p. 35.

1924. Gunther, Charles. My experience with the Hillegas scale. *English journal*, 8: 535-42, November 1919.

The writer finds that with the Hillegas scale or some similar scale an experienced English teacher may arrive at the quality and progress of the theme work of students with reasonable accuracy, that it will be possible to maintain more even standards for promotion which will be reasonably free from temporary moods or caprices, and that the ratings given by a group of experienced teachers to a set of pupils' papers will be more uniform than those given when the percent scale is used.

1925. Hill, David Spence. Standardized illustrative sentences for the Springfield spelling list. *Journal of educational psychology*, 10: 285-90, May-June 1919.

"The importance of using standardized materials in educational measurements is being increasingly recognized. This article presents standardized sentences for the 70 words of the Springfield (Ill.) spelling list, to 17,642 white and 8,677 colored children."

1926. **Lowell, Frances.** A group intelligence scale for primary grades. *Journal of applied psychology*, 3: 215-47, September 1919.

This group scale offers a means for measuring the intelligence of large groups of children accurately enough to sort out all children of questionable normality. It also forms a basis for school promotions and demotions.

1927. **Pintner, Rudolf.** A non-language group intelligence test. *Journal of applied psychology*, 3: 199-214, September 1919.

Tests that can be given to illiterates, foreigners, and deaf persons. Does not demand a knowledge of English in order to understand the directions for doing the tests.

1928. **Pittsburgh.** Board of public education. . . . Writing test, June 4, 1918. [Pittsburgh, 1919] 31 p. tables, diagrs. 8°. (Research and measurement bulletin no. 3)

1929. **Wood, E. B.** Investigation in arithmetic. *Kentucky high school quarterly*, 5: 1-49, October 1919.

To be continued in the issue for January 1920.

"The purpose of this study is to present a brief summary and evaluation of the various experimental studies that have been made in the field of arithmetic, and to emphasize the psychological and hygienic side, so that the way may be cleared for those who desire to devote time to this rich field of experimentation."

SPECIAL METHODS OF INSTRUCTION.

1930. **Charters, Jessie A.** The problem method of teaching: ideals. *English Journal*, 8: 461-73, October 1919.

Says that the problem must grow out of some interest which the children already have. Emphasizes dramatization; many subjects, such as civics, history, and literature, lend themselves to dramatization.

1931. **Minor, Ruby.** Project-teaching in grade six. *Elementary school journal*, 20: 137-45, October 1919.

1932. **Sullivan, M. E.** Method in the teaching of reading. *Ohio teacher*, 40: 103-105, October 1919.

Discusses some of the methods of teaching reading in the past and the failure of these methods to produce readers.

SPECIAL SUBJECTS OF CURRICULUM.

ENGLISH AND COMPOSITION.

1933. **Barnes, Walter.** Culture and efficiency; their relation to the English subjects. *Education*, 40: 135-47, 217-29, November, December 1919.

An effort to determine whether the English subjects are essentially cultural or practical. Defines "culture" and "efficiency." Says they are not identical, not even similar. "Culture can not be practical; efficiency, though it assume the clothing and the manners of culture, remains efficiency." Life demands both. To make education complete the school should make contributions to both culture and efficiency. The English subjects should be cultural and practical, the one branch (literature) cultural, the other branch (grammar and composition) practical.

1934. **Barton, H. J.** The language tower. *Illinois association of teachers of English bulletin*, 12: 1-18, October 1, 1919.

The value of Latin in the study of English.

1935. **Fretts, A. Alta.** Some proofs of the value of Latin for mastering a practical English vocabulary. *Classical weekly*, 13: 34-35, November 10, 1919.

This paper was read at the thirteenth meeting of the Classical association of the Atlantic states, at Haverford College, April 5, 1919.

1936. Hawk, Hazel S. Composition in high school. *Inter-mountain educator*, 15: 56-61, October 1919.

1937. Johnson, H. C. The English language—its new importance and universality. *Journal of the New York state teachers' association*, 6: 224-27, October 1919.

The teaching of the English language and the place of foreign languages in our schools, both elementary and secondary.

1938. National council of teachers of English. Committee on economy of time in English. Report of the subcommittee on composition and rhetoric. *English journal*, 8: 554-68, November 1919.

A tentative report submitted for suggestions and constructive criticism.

1939. Quiller-Couch, Sir Arthur. The teaching of English. *Journal of education and School world* (London) 51: 737-40, November 1, 1919.

Emphasizes the teaching of English. As regards the classics the author advocates the study of Greek as superior to Latin. It is the key to a more fascinating literature; and our scientific nomenclature is largely derived from it.

1940. Sandwick, Richard L. Teaching some American ideals through English composition. *Journal of the New York state teachers' association*, 6: 209-17, October 1919.

1941. Ward, C. H. The next C. G. N. report. *English journal*, 8: 519-26, November 1919.

Points out the ways in which the old report of the Committee on grammatical nomenclature proves wrong for classroom practice, and gives evidence of the radical changes that will be necessary when some new committee undertakes revision.

MODERN LANGUAGES.

1942. Allen, Elizabeth S. Learning Chinese for better business. Language schools are doing a great service to international trade. *Trans-Pacific* (Tokyo, Japan) 1: 35-38, November 1919.

Describes particularly the work of the North China union language school at Peking, in which over 75 per cent of the teachers are Chinese and which trains both for the Christian missions and for business.

1943. Wilkins, Lawrence A. The war and world languages. *Educational review*, 58: 289-302, November 1919.

Says that the German language is under "an eclipse that will continue; English is in the ascendancy, and French increasing. Spanish is rapidly being reinstated as one of the world languages." Advocates better teaching of French and Spanish.

ANCIENT LANGUAGES.

1944. Burr, A. W. Increasing the study of Latin. *Classical journal*, 15: 116-19, November 1919.

1945. Irland, Fred. High school English. *Classical weekly*, 13: 36-39, November 10, 1919.

Read before the thirteenth annual meeting of the Classical association of the Atlantic states, at Haverford college, April 5, 1919.

Shows the value of the classics as an aid in the study of English.

SOCIAL SUBJECTS.

1946. Barnes, Harry E. Psychology and history: some reasons for predicting their more active cooperation in the future. *American journal of psychology*, 30: 337-76, October 1919.

Discusses the psychological interpretation of history. Predicts that a century hence a knowledge of that branch of psychology which Freud and his followers have elaborated will be regarded as "a tool of the historian which is as indispensable to his success as Girya's manual on diplomacy is to the present-day student of historical documents."

1947. Hill, Howard C. The social sciences in the University high school. School review, 27: 680-94, November 1919.

Gives an outline of a course used in the University high school (University of Chicago), entitled "General organization of survey of civilization," and "General organization of modern history (1763-1919)."

1948. Morse, Anson Daniel. Civilization and the world war; edited by members of his family. Boston, New York [etc.] Ginn and company [1919] xiv, 222 p. front. (port.) 12°.

Author was formerly professor of history in Amherst college. This book presents Prof. Morse's conception of civilization, of Germany, of the relation between the two, and of the means—a league of nations—for insuring the upward movement of humanity from the danger of a renewal of the world war.

GEOGRAPHY.

1949. Cobb, Collier. The teaching of geography in the high school. High school journal, 2: 203-10, November 1919.

Deals particularly with physical geography.

1950. Cooper, Clyde E. Status of geography in normal schools of the far west. Journal of geography, 18: 300-5, November 1919.

Presents an ideal plan for normal geography work, and invites correspondence to determine whether a survey of geography in the schools of the central and eastern parts of the country is warranted.

1951. Parker, Edith P. The partition of Africa—a seventh grade geography unit. Elementary school journal, 20: 188-202, November 1919.

A study of the story of Africa from 1884 to 1915 consumed the geography periods, in the School of education, University of Chicago, for five days. Current newspapers and magazines, maps, and other material were drawn on by the children.

SCIENCE.

1952. Alden, George Ira. The study of electricity by the deductive method. Worcester, Mass., Commonwealth press, 1919. x, 110 p. illus. 12°.

1953. Downing, Elliot B. The scientific method and the problems of science teaching. School and society, 10: 568-74, November 15, 1919.

Contains a list of tests in science which are already in existence.

1954. Gray, A. Scientific education and the teaching of physics. Science, n. s. 50: 377-83, October 24, 1919.

Concluding part of presidential address before the Mathematical and physical science section at the Bournemouth meeting of the British association for the advancement of science. Emphasizes scientific education rather than classical.

1955. Kirkwood, J. E. The case of general science. Education, 40: 159-70, November 1919.

Says that the course in general science in the high school is open to many objections. The place for the work that it contemplates is not in the high school, but in the seventh and eighth grades.

1956. Tilden, William A. Progress in science teaching. Nature, 104: 253-55, November 6, 1919.

A review of science teaching in Great Britain and Ireland.

MATHEMATICS.

1957. Breckenridge, William E. Applied mathematics in high schools. Some lessons from the war. Mathematics teacher, 12: 17-22, September 1919.

1958. Gray, John C. Number by development; a method of number instruction. Vol. II: Intermediate grades. Vol. III: Grammar grades. Philadelphia and London, J. B. Lippincott company [1919] 2 v. 12".

Vol. I of this series, previously published, deals with Introductory number.

1959. Schlauch, William S. An experiment in motivation. Mathematics teacher, 12:1-9, September 1919.

The application of mathematics to problems in which the students are vitally interested. Experiments tried in the High school of commerce, New York city.

1960. Taylor, Joseph S. Subtraction by the addition process. Elementary school journal, 20: 203-7, November 1919.

Criticizes the Austrian method, which has been tried in the public schools of New York city. The writer says that in one supervisory district the Austrian method of subtraction is not functioning.

1961. Wilson, Guy Mitchell. A survey of the social and business usage of arithmetic. New York city, Teachers college, Columbia university, 1919. 62 p. 8°. (Teachers college, Columbia university, Contributions to education, no. 100)

This study undertakes to determine the arithmetic actually used by adults in their social and business relations. The data were collected from the parents of sixth, seventh, and eighth grade pupils in towns and cities of the Middle West. The pupils of the chosen grades made daily reports of the problems actually solved by their parents during a period of two weeks. The results of the study indicate that many of the traditional processes of arithmetic should be entirely omitted from schoolroom practice, as being useless in later life of the pupils.

MUSIC.

1962. Gantvoort, A. J. Music for citizenship. American school, 5:303-304, October 1919.

Read before the Music department of the National education association, Milwaukee, July 2, 1919.

Music as a promoter of good citizenship.

1963. Tiersot, Julien. L'art musical et l'enseignement public. Revue pédagogique, 75: 166-81, September 1919.

ELOCUTION.

1964. Gaylord, J. S. Speech improvement. Quarterly journal of speech education, 5: 358-67, October 1919.

Discusses the improvement of American speech.

1965. West, Robert. Methods used in computing contest scores. Quarterly journal of speech education, 5: 319-33, October 1919.

Methods of computing the scores in oratorical contests.

THRIFT.

1966. Boyce, Thomas W. Education in thrift. Wisconsin journal of education, 51: 243-44, November 1919.

1967. Zook, George F. Teaching thrift in the schools. School and society, 10: 581-84, November 15, 1919.

Advocates a definite course in thrift for the schools, which shall be largely a course in money economy.

KINDERGARTEN AND PRIMARY SCHOOL.

1968. **International kindergarten union.** Proceedings of the twenty-sixth annual meeting . . . Baltimore, Md., May 19-23, 1919. 228 p. 8°. (Miss May. Murray, secretary, Springfield, Mass.)

Contains: 1. Louise C. Sutherland: Report of the graphic arts committee, p. 65-70. 2. H. Grace Parsons: Report of committee on minimum essentials of kindergarten and primary education, p. 71-75. 3. A. D. Yocum: The kindergarten as a factor in democracy, p. 127-48. 4. Is it advisable to change the name "kindergarten?" Affirmative [by] Alice Temple, p. 148-54; Negative [by] Catharine R. Watkins, p. 154-58. 5. Edna D. Baker: Practical methods of developing initiative in students in the training school, p. 159-63. 6. F. C. Butler: America's duty to the next generation, p. 168-74. 7. Agnes L. Rodgers: The scope and significance of measurement in early elementary education, p. 174-83. 8. J. B. Watson: The pre-kindergarten age—a laboratory study, p. 184-206. 9. H. W. Thurston: Minimum standards of child welfare, p. 206-15. 10. Bertha Barwis: Unifying work of the primary grades, p. 215-18.

1969. **Brady, Belle.** Group teaching in the first grade. Kindergarten and first grade, 4: 35-57, November 1919.

An attempt made, in the first grade of the Normal training school at Superior, Wis., to work out the problem of giving opportunity to each child to advance as rapidly as he is able.

1970. **Hall, Viola.** A first-grade experiment. Elementary school journal, 20: 217-25, November 1919.

An experiment to test initiative and originality in pupils.

RURAL EDUCATION.

1971. **Campbell, Macy.** A dying school system for children who are just beginning to live. Midland schools, 33: 339-42, June 1919.

Shows why the one-teacher rural school is dying.

1972. **Harvey, Marie Turner.** The contribution of rural schools to democracy. American school, 5: 265-66, 281, September 1919.

Read at the general session, National education association, Milwaukee, July 3, 1919.

"The teacher of the Porter rural school in Missouri gives a digest of a 7 years' experimental study of typical rural education problems as they were worked out in her school."

1973. **Smart, Thomas J.** The problem of rural education. School and society, 10: 540-46, November 8, 1919.

Shows the chaos of terminology used in the field of rural education, discriminates between "agricultural" and "rural" education, suggests a definition for the latter term and gives the immediate step necessary for the realization of its program.

SECONDARY EDUCATION.

1974. **Fitzgerald, W. J.** The junior high school. Catholic educational review, 17: 466-79, October 1919.

Paper read at the meeting of the Catholic educational association, St. Louis, 1919.

Considers the alleged advantages of the junior high school, and the objections brought against it as an educational proposition.

1975. **Fuess, Claude Moore, ed.** Phillips academy, Andover, in the great war. New Haven, Yale university press, 1919. 398 p. front., ports. 8°.

1976. A handbook of American private schools; an annual survey. Fifth edition. 1919-20. Boston, Mass., Porter E. Sargent, 14 Beacon street, [1919.] 761 p. 12°.

CONTENTS.—Introductory: Preface to the fifth edition, Development of the private school, The mission of the private school, Choosing the school, Development of the summer camp, School lectures, Progress in the private schools, Educational reconstruction in America, Educational literature of the year 1918-1919. Select bibliography for the academic year 1918-19.—Critical description of schools and summer camps.—Comparative tables.—Educational directories.—School and camp maps.

1977. Kandel, I. L. The junior high school in European systems. Educational review, 58: 303-27, November 1919.

Intermediate education in Germany, France, and England.

1978. Knight, Edgar W. The academy movement in the South. High school journal, 2: 109-204, 235-40, November, December 1919.

To be concluded.

1979. McLaughlin, Henry P. Building on a fund of school habits. Educational review, 58: 279-83, November 1919.

Discusses various phases of high school discipline.

1980. O'Brien, Francis P. The high school failures; a study of the school records of pupils failing in academic or commercial high school subjects New York city, Teachers college, Columbia university, 1919. vii, 97 p. 8°. (Teachers college, Columbia university, Contributions to education, no. 102.)

1981. Tildsley, John L. The reorganization of the high school for the service of democracy. American school, 5: 270, September 1919.

Read at the general session, National education association, Milwaukee, July 8, 1919.

1982. Whitney, Frank P. Provision for accelerant and retarded children in junior high school. School review, 27: 695-705, November 1919.

Grouping children of junior high-school age according to ability as indicated by the proficiency marks.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1983. Almack, John C. Keeping up in teaching. American school board journal, 59: 27-30, November 1919.

The problem of self-improvement of teachers and some of the agencies for the improvement of teachers in service.

1984. Ballou, Frank W. Study of salary schedule. Boston teachers news letter, 8: 6-8, November 1919.

The salary schedules in other cities in relation to the salary schedules of the various ranks in the city of Boston.

1985. Boas, F. S. Teachers and research. Contemporary review, 116: 426-31, October 1919.

A discussion on some of the practical methods of promoting modern language research among teachers. An address delivered before the Modern language research association, England.

1986. Boynton, F. D. The effects of tenure and compulsory salary increment laws. Journal of the New York state teachers' association, 6: 249-55, November 13, 1919.

The dangers arising from the tenure and compulsory salary increment laws in New York and suggestions for overcoming any undesirable tendencies in these laws.

1987. **Bricker, Garland A.** Training teachers of agriculture. Educational review, 58: 328-39, November 1919.

Expresses the conviction that teachers of agriculture must be specially trained
Gives experience with teachers not specifically trained.

1988. Bulletin of the American association of university professors, vol. 5, no. 6. October 1919. 84 p. 8°. (Pensions and insurance.)

1989. **Chancellor, William Estabrook.** The health of the teacher. Chicago, Forbes & company, 1919. 307 p. 12°.

1990. **Coffman, L. D.** [Teachers' unions and collective bargaining] Minnesota alumni weekly, 19: 6-7, November 10, 1919.

A letter written in response to a telegram signed by a little group of Minnesota teachers.

Dean Coffman is in favor of an American federation of teachers but not an American federation affiliated with the American federation of labor.

1991. **Dewey, John.** Professional organization of teachers. Journal of education, 90: 428, October 30, 1919.

Address originally published in the American teacher, in favor of teachers' unions and their affiliation with the American federation of labor.

1992. **Hibben, John Grier.** Are cheap teachers going to be good for your children? American magazine, 88: 15-16, 80, 82, September 1919.

Full-page portrait of President Hibben, p. 17.

In this statement, made to a member of the staff of the magazine, President Hibben of Princeton gives some startling facts regarding teachers' salaries. The pay is so small that the best teachers are likely to quit and leave the children to inferior instructors.

1993. **Johnson, S. W.** Minimum wage law for teachers in Iowa. American school board journal, 59: 40, 101, 103-104, October 1919.

1994. **Mardis, S. K.** How to make teaching a profession in Ohio. Ohio educational monthly, 68: 434-41, November 1919.

Teachers' salaries, etc., in Ohio.

1995. **Myers, C. E.** Should teachers' organizations affiliate with the American federation of labor? School and society, 10: 594-97, November 22, 1919.

Thinks that if teachers seek protection under the arms of "labor" they will be losers in freedom of spirit and that freedom which carries over in teaching and makes for democracy in education.

1996. National education association. Commission on the emergency in education. Teachers' salaries and salary schedules in the United States, 1918-19. By E. S. Evenden. Washington, National education association, 1919. 169 p. 8°. (Commission series no. 6)

Bibliography, p. 167-69.

1997. New York state teachers' association. Committee on teachers' pensions. The proposed retirement plan for New York state teachers. Preliminary report. Journal of the New York state teachers' association, 6: 197-204, October 1919.

A. R. Brubacher, chairman.

1998. Oberlin college, Oberlin, Ohio. [Committee on salaries] Increased salaries urged for faculties. Advances of fifty per cent asked for college trustees. Oberlin alumni magazine, 16: 32-37, November 1919.

Charles G. Rogers, chairman.

Gives charts showing the diminishing value of the dollar, the increase in living costs, etc.

1999. Oliphant, J. Oria. The vanishing profession. Northwest journal of education, 31: 72-73, November 1919.

In speaking of the critical period through which the teaching profession is passing, the writer says that unless a great change takes place soon, the public will be faced with two alternatives on the part of the teaching profession—dissemination or union.

2000. Patterson, Herbert. Common sense and teachers' contracts. School and society, 10: 553-56, November 8, 1919.

Thinks that no contract should be made which does not allow a teacher the right to resign, but says that common courtesy demands a notice of thirty days be given when one is about to resign.

2001. Seerley, Homer H. The American teacher in politics. 8 p. 8°.

Given at the Iowa state teachers' association, Des Moines, Iowa, November 7, 1919.

Also in American school, 5: 323-31, November 1919.

The writer says that the era of the teacher's separation from politics and of his isolation from popular propaganda and public work on the problems of society has ended and a new era of increased responsibility for existing conditions and of increased power to remedy evils and redress grievances existing in society has begun.

2002. Sierra educational news, vol. 15, no. 8, October 1919. (Teacher-training number)

Contains: 1. W. C. Wood: Problems of teacher training in California, p. 503-506. 2. A. F. Lange: The course for training secondary school teachers, p. 507-19. 3. Frederic Burk: The training of teachers, p. 511-14.

2003. Snedden, David. The professional improvement of teachers and teaching through organization. School and society, 10: 531-39, November 8, 1919.

Notes of an address given before the State teachers' association of Connecticut, October 24, 1919.

2004. Thomas, Charles Swain. Improvement of English teachers in service. English journal, 8: 543-53, November 1919.

Contains a suggestive scheme for self-measurement in English teaching.

2005. Vallance, H. F. The successful teacher. Ohio educational monthly, 68: 427-33, November 1919.

Speaks especially of the personality of the teacher and the essential characteristics of a successful teacher.

HIGHER EDUCATION.

2006. American association of collegiate registrars. Proceedings of the ninth annual meeting . . . Chicago, Ill., April 24-26, 1919. 160 p. 8°. (Ezra L. Gillis, secretary, University of Kentucky, Lexington, Ky.)

Contains: 1. C. S. Marsh: The American army university overseas and an estimate of its work for college credit, p. 22-27. 2. C. H. Judd: Some possible contributions of registrars to the solution of educational problems, p. 28-37; Discussion, p. 37-40. 3. A. C. Hall: A more uniform entrance certificate, p. 41-43; Discussion, p. 43-45. 4. R. L. Kelly: Some suggestions of college presidents, p. 51-60; Discussion, p. 60-62. 5. C. E. Friley: Some war benefits for the registrar, p. 63-71; Discussion, p. 71-73. 6. C. M. McConn: A study of registration procedure, p. 85-91. 7. K. C. Babcock: The efficient registrar—From a dean's point of view, p. 93-106. 8. W. D. Hiestand: The semester vs. the quarter plan, p. 108-19; Discussion, p. 119-21. 9. H. E. Newby: Some side-lights on the S. A. T. C., p. 124-30; Discussion, p. 130-32. 10. W. V. Birmingham: The use of the army intelligence examination in university administration, p. 133-41. 11. E. J. Grant: The new plan for admission at Columbia, p. 142-45.

2007. Beirne, Frank F. *The inadequate Rhodes scholar: a defense.* Atlantic monthly, 124: 665-69, November 1919.

A reply to Dr. G. R. Parkin's criticism of American candidates for Rhodes scholarships in the September Atlantic.

2008. Jones, Adam L. Psychological tests for college admission. *Educational review*, 58: 271-78, November 1919.

Presents a few illustrations from a set of psychological tests used in testing candidates for one of the units of the Students' army training corps. Shows their feasibility for college admission.

2009. Kerns, Shirley K. College entrance requirements. *Harvard alumni bulletin*, 22: 116-18, October 30, 1919.

Advocates a reduction in the quantity of the college entrance requirements by one-fourth so that boys of to-day may have more leisure for self-education and cultivation.

2010. Morrison, H. C. Present day needs in higher education. *School review*, 27: 653-70, November 1919.

Advocates a better understanding and knowledge of Anglo-Saxon democracy and particularly of its American developments.

2011. Schurman, Jacob Gould. Twenty-seventh annual report by President Schurman, 1918-1919. Ithaca, N. Y., Cornell university, 1919. 63, xcvi p. 8°. (Cornell university official publication, vol. x, no. 18, October 1, 1919.)

The president's report covers pages 5-42 of this publication. The remaining pages comprise the comptroller's report and reports of the deans of colleges, the registrar, the librarian, and other officers.

Contains valuable material regarding the salaries of professors and instructors in American universities in general and in Cornell university in particular. Emphasizes the movement to increase the Cornell endowment. Has interesting sections on the necessity of fostering research, and on "Liberal scholarship, the soul of the university."

2012. Straus, Percy S. Just what is a college education worth? Some experiences in hiring college men and in getting jobs for them. *American magazine*, 88: 32-33, 112, 115-19, December 1919.

Mr. Straus is vice-president of R. H. Macy & company, inc., and chairman of the committee on employment of the Harvard club, of New York city. He says that a college man who regards his superior education as a very effective tool, not as a magic charm, is wanted in business and can succeed.

2013. University of the Philippines, Manila. Ninth annual commencement . . . April 4, 1919. Manila, Bureau of printing, 1919. 39 p. 8°.

Contains: George A. Malcolm: Philippine ideals realized through university efficiency, p. 5-16.

SCIENTIFIC RESEARCH.

2014. Bogue, Robert H. A system of cooperation between the college and industry. *Science*, n. s. 50: 425-27, November 7, 1919.

Chemical research and industrial problems described.

2015. Gregory, Richard. The promotion of research. *Nature*, 104: 253-55, November 6, 1919.

National provisions for scientific research work in Great Britain and Ireland.

2016. Hill, Alexander. Aspects of science at universities. *Nature*, 104: 255-57, November 6, 1919.

A review of scientific teaching and research work in the universities of Great Britain and Ireland.

SCHOOL ADMINISTRATION.

2017. **Allen, D. A.** Free textbooks: an opposing view. *American school board journal*, 59: 87, 89-90, November 1919.

The writer gives his objections to free textbooks.

2018. **Burris, W. P.** The Smith-Towner education bill. *School and society*, 10: 493-98, October 25, 1919.

Letter addressed to the Committee on education of the Sixty-sixth Congress.

The writer is opposed to a secretary of education in the President's cabinet and suggests an amendment to the Smith-Towner bill that would provide for a Federal Board of education consisting of nine members appointed by the President.

2019. **Gause, Frank A.** The efficiency department in a school system. *American school board journal*, 59: 33-40, October 1919.

The efficiency department of the Bay City (Mich.) schools and its function of determining how well the teaching corps of a school system is doing its work.

2020. **Good, H. G.** Early educational legislation in Ohio. *School and society*, 10: 597-604, November 22, 1919.

The aim of this article is to suggest that the forces which formed the school system of Ohio were American, not European forces, and that, in the period treated, the connection between legislative developments in Ohio and in the older states of the Union was close and clearly demonstrable.

2021. **Griffin, Orwin Bradford.** The administrator and the teacher. A philosophy of loyalty. *American school board journal*, 59: 41-43, October 1919.

Cooperation between the school administrator and the teacher. Teachers' meetings, classroom visits, etc.

2022. **Haisley, Otto W.** Simplifying enrollment and attendance records. *American school board journal*, 59: 40-41, November 1919.

2023. **Hollister, H. A.** Why and how should we federalize education? *School and society*, 10: 591-94, November 22, 1919.

The writer does not approve of the proposed federal department of education, but suggests a commission that would be representative of the states and would convene at least once a year in Washington to consider educational needs.

2024. **Morrison, J. Cayce.** Methods of improving classroom instruction used by helping teachers and supervising-principals of New Jersey. *Elementary school journal*, 20: 208-16, November 1919.

Study based on a questionnaire sent to all supervising-principals and helping teachers of the state, in May 1918.

2025. **Spencer, Roger A.** The work of the school principal in supervision. *Elementary school journal*, 20: 176-87, November 1919.

Says that the standard test is the best means of eliminating poor methods and poor work, when it can be employed. The principal by using these tests avoids basing his criticism on his personal, unsupported judgment.

SCHOOL MANAGEMENT.

2026. **Allen, I. M.** Pupil responsibility as a training in democracy. *Chicago schools journal*, 2: 2-8, October 1919.

Also in *American school*, 5: 305, 307, October 1919.

2027. **Farnham, Clinton E.** Supervised study. *Education*, 40: 171-76, November 1919.

Says that teachers should feel that the full time of the supervised study period belongs to the pupils and not to themselves, if a prepared lesson is expected for the next day.

2028. Janitorial services in school buildings. Variations in work and difficulties in maintaining economical conditions. American school board journal, 59: 43-45, October 1919.
2029. Borem, S. O. A grading standard. School review, 27: 671-79, November 1919.
2030. Seymour, Martin A. School morals. American school board journal, 59: 30-31, November 1919.
 Gives eight requisites toward arousing and holding a proper school spirit: Constructive criticism, Cooperation, Commendation, Unselfishness, Loyalty, Square dealings, Conscientious and earnest effort, High ideals.
2031. Shumaker, J. H. The inner life of schools: what is it? Pennsylvania school journal, 68: 141-44, October 1919.
 Suggests remedies that may be introduced to improve the imperfections that attach to the inner life of schools, the moral atmosphere, etc.

SCHOOL ARCHITECTURE.

2032. Betelle, James O. Checking schedule for projected school buildings, a guide for school boards and superintendents. Milwaukee, Wis., The Bruce publishing company [1919] 32 p. 4°.
2033. Strayer, George D.; Engelhardt, N. L. and Hart, F. W. General report on school buildings and grounds of Delaware, 1919. Wilmington, Del., Service citizens of Delaware, Public library building, 1919. 222 p. illus. fold. table. 8°. (Bulletin of the Service citizens of Delaware. vol. 1, no. 3, October 15, 1919.)

SCHOOL HYGIENE AND SANITATION.

2034. Bierman, Jessie M. Growth of medical inspection in the public schools of the United States. Inter-mountain educator, 15: 63-68, October 1919.
2035. Cooper, Frank Irving. Hygienic problems in schoolhouse construction. American school board journal, 59: 37-38, November 1919.
 Read before the Department of hygiene, National education association, Milwaukee, Wis., July 1919. Recounts some of the author's findings in studying several hundred schoolhouses for the Committee on standardization of school-house planning and construction.
2036. Fairchild, E. W. The opportunity of education in medical inspection. American school board journal, 59: 37-38, October; 35-36, 105, November 1919.
 Gives a brief history of the recent growth of medical inspection of school children, five fundamental reasons for inspection, requisites of a good system, etc.
2037. The Health bulletin, vol. 34, no. 11, November 1919. (Published by the North Carolina state board of health, Raleigh, N. C.)
 Medical inspection of schools number.
2038. Kenney, John A. How Tuskegee institute is promoting better health conditions in the South. Modern medicine, 1: 627-30, November 1919. illus.
2039. McCastline, William H. Columbia university health service. Modern medicine, 1: 621-26, November 1919. illus.
 "The health scheme at Columbia contemplates giving the graduate a stamp of physical health and efficiency in keeping with the standards of education upheld by the University. No student is graduated without fulfilling the compulsory credits in physical education."

2040. **McChesney, Bertha E.** Duties of the school nurse. American school board journal, 59:39, November 1919.

2041. **McVicker, V. E.** A health campaign for Ohio. Ohio teacher, 40:98-100, October 1919.

Gives the special provisions of the Hughes act of Ohio with respect to schools, showing the relation between the schools and the public health system.

2042. **Preston, Josephine Corliss.** Rural health. American school, 5: 301-302, October 1919.

Report read before the National council of education, National education association, Milwaukee, June 30, 1919.

Gives the present status of rural health and sanitation as revealed in reports received from 387 counties representing 44 states.

PHYSICAL TRAINING.

2043. **American physical education association.** Papers read before the Y. M. C. A. section . . . Chicago, Ill., April 11, 1919. American physical education review, 24: 373-93, October 1919.

Contains: 1. J. H. Gray: Physical education in India, p. 373-79. 2. Percy Carpenter: Latest news from Y. M. C. A. physical work in France, p. 380-85. 3. F. J. Smith: The present status of physical work in Canada, p. 385-89. 4. Anna L. Brown: Community physical education for women, p. 389-93.

2044. **Brown, Floyd L.** Reconstruction in physical education. Mind and body, 26: 249-55, November 1919.

Presents, in closing, a definite program for physical training in schools.

2045. **Evans, W. A.** Health education in industry. Modern medicine, 1: 570-74, November 1919.

Read before the eighth annual safety congress of the National safety council, Cleveland, Ohio, October 1-4, 1919.

2046. **Rowe, F. A.** Talks on physical training. Moderator-topics, 40: 164-65, 169, November 20, 1919.

Suggests a series of tests of physical efficiency for grading pupils.

SOCIAL ASPECTS OF EDUCATION.

2047. **Chancellor, William Estabrook.** Educational sociology. New York, The Century co., 1919. 422 p. 12°.

A general introductory survey of the ground of sociology with particular reference to education, which prepares youth for society. The special fields entered are social movements, social institutions, and social measurement.

2048. **Oakley, George W., jr.** The country boy and the boy scout movement. School education, 39: 50-51, November 1919.

How the boy scout movement meets the great need of the country boyhood of America.

2049. **Preston, Josephine Corliss.** The wider use of the school plant. Community centers. Standardization. Olympia, Wash., F. M. Lamborn, public printer, 1919. 80 p. 8°. (Washington, Department of education. Bulletin no. 34, 1919)

2050. **Wright, H. W.** The social significance of education. Philosophical review, 28: 345-69, July 1919.

Read as the presidential address before the Western philosophical association, April, 1919.

CHILD WELFARE.

2051. Baldwin, Bird T. Iowa's research and welfare station for normal children. Iowa alumnus, 17: 30-35, October 1919. illus.

The work of the Child welfare research station of the State university of Iowa and its contribution toward the upbuilding and advancement of the so-called normal children.

Also separately reprinted.

2052. McCormick, B. E. Extravagance of school children, revealed in a close hand investigation of the schools of LaCrosse. Wisconsin journal of education, 51: 241-42, November 1919.

The investigation showed that in one Wisconsin high school the pupils are spending more than \$50,000 a year on candy and movies.

2053. Thurston, Henry W. Minimum standards of child welfare. Kindergarten and first grade, 4: 357-59, November 1919.

Extracts from an address before the International kindergarten union, Baltimore, Md.

2054. U. S. Children's bureau. Minimum standards for child welfare, adopted by the Washington and regional conferences on child welfare. 1919. Washington, Government printing office, 1919. 15 p. 8°. (Conference series no. 2. Bureau publication no. 62)

MORAL EDUCATION.

2055. Donor's library on character education; compiled as an assistance to the collaborators in the \$20,000 interstate research on methods of character education in public schools, 1919. Published at the expense of the donor of the award—100 copies. Volume I. Washington, D. C., National institution for moral instruction [1919] xii, 654 p. 8°.

RELIGIOUS EDUCATION.

2056. Association of Biblical instructors in American colleges and secondary schools. [Addresses delivered at the eighth annual conference . . . New York city, December 1918] Christian education, 3: 1-32, October 1919.

Contains: 1. W. C. Wheeler: Religious difficulties of college students and how to meet them, p. 12-14. 2. W. H. Wood: Necessary readjustments in our college curriculum, p. 16-19. 3. G. A. Barton: How to make our teaching contribute to the permanent peace of the world, p. 19-21. 4. Laura H. Wild: The use of the Bible in teaching national ideals, p. 25-29.

2057. Catholic educational association. Report of the proceedings and addresses of the sixteenth annual meeting, St. Louis, Mo., June 23-28, 1919. Columbus, Ohio, Catholic educational association, 1919. 500 p. 8°. (Catholic educational association bulletin, vol. 16, no. 2, November 1919) (Rev. F. W. Howard, secretary, 1651 East Main St., Columbus, Ohio.)

Contains: 1. Cardinal O'Connell: The reasonable limits of state activity, p. 62-76. 2. H. S. Spaulding: Readjustment of the time element in education, p. 77-89. 3. J. A. Ryan: Vocational education in a democratic society, p. 90-99. 4. W. J. Fitzgerald: Differentiation in the curriculum of the grammar grades: viewpoint of junior high school, p. 100-14. 5. Brother Bernardine: Differentiation of studies in the seventh and eighth grades: viewpoint of vocational preparation, p. 115-30. 6. F. P. Donnelly: The principles of standardization, p. 137-52. 7. C. B. Moulinier: Social life in colleges, p. 153-58. 8. A. J. Burrows: Attitude of Catholics towards higher education, p. 159-74. 9. Paul Folk: The college library in relation to college work, p. 175-83. 10. W. J. McAuliffe: The problem of Americanisation, p. 184-91. 11. James J. Daly: The function of the classics in education, p. 196-205. 12. Sister Mary Antonia: The certification of teachers in Iowa and Nebraska, p. 220-24. 13. Sister Thomas

Aquinas: Certification of teachers in the Catholic schools of Wisconsin, p. 225-32. 14. Sister Magdalen: The certification of teachers in Indiana and Illinois, p. 233-38. 15. Mary A. Molloy: The parish schools—a study in school organization and teacher training, p. 239-45. 16. J. V. S. McClancy: Americanization and Catholic elementary schools, p. 252-60. 17. J. A. Nepper: School legislation in Nebraska, p. 268-77. 18. John O'Grady: Vocational advisement, p. 279-88; Discussion, p. 288-90. 19. Lawrence Sixtus: True and false methods of teaching arithmetic, p. 308-16. 20. W. A. Kane: The relations of a superintendent to his teachers, p. 321-28; Discussion, p. 328-30. 21. W. F. Lawlor: Are any changes needed in our elementary schools to meet post-war conditions? p. 331-35. 22. Brother Gerald: Grade school libraries, p. 338-53. 23. G. N. Sauer: Supervision and inspection of schools, p. 354-60. 24. John Schuetz: Entrance requirements for the junior high school, p. 362-72. 25. The social aims of education, p. 373-81. 26. Brother Bernardine: Teaching pupils to appreciate good literature, p. 392-408. 27. T. W. Turner: Actual conditions of Catholic education among the colored layman, p. 431-40. 28. E. A. Pace: The spirit of the teacher, p. 443-49. 29. P. L. Blakely: The trend of educational legislation, p. 450-75. 30. T. E. Shields: The need of the Catholic sisters' college and the scope of its work, p. 476-85. 31. Anthony Volkert: Uniform and adequate classical training in our seminaries, p. 547-62. 32. M. J. O'Conner: The classics in the preparatory seminary, p. 563-72. 33. J. J. Jepson: Classical education in the preparatory seminary, p. 573-82.

2058. Betts, George Herbert. How to teach religion, principles and methods. New York, Cincinnati, The Abingdon press [1919] 23 p. 12°. (The Abingdon religious education texts—Teacher training series, N. E. Richardson, ed.)

2059. [Council of church boards of education] A partial report of the commission on the definition of a unit of Bible study for secondary schools. Christian education, 2: 3-14, July 1919.

MANUAL AND VOCATIONAL TRAINING.

2060. Arpe, G. F. National supremacy, industrial education and cooperation. School and society, 10: 501-509, November 1, 1919.

A paper read before the Central Ohio schoolmasters' club.

2061. Benson, O. E. Meeting America's peculiar needs in education. Journal of education, 90: 481-83, November 13, 1919.

The Smith-Lever act and the Smith-Hughes act, the special field of each and the opportunity for cooperation and blending of the two lines of work.

2062. Buteau, J. A. Notre enseignement technique industriel. Quebec, Imprimerie le Soleil, 1919. 124 p. plates. 12°.

2063. Caillard, C. École et industrie. École du travail, 1: cxlv-cll, clxxii-clxxvi, October, November 1919.

Deals with the subject of the manufacture of articles in French industrial schools.

2064. Foulkes, Thomas Robert and Diamond, Thomas. Teaching home repairs in the school shop. Manual training magazine, 21: 79-83, November 1919. illus.

The writer thinks that public school manual training courses should include a course in "home mechanics" or "household repairs," and everybody in school should finish such a course before completing the eighth grade.

2065. McKinney, James. The getting together of education and industry. Industrial-arts magazine, 8: 471-74, December 1919.

After tracing briefly the history of industry and education the writer discusses the industrial problem of the twentieth century, the cooperation of the captains of industry and the workers, and says that it is through the new movement of vocational education that education and industry can meet on a common ground.

2066. **Park, Joseph C.** Shop management or suggestions for the young shop instructor. *Vocationist*, 8: 3-15, October 1919.

Methods of conducting industrial classes.

2067. **Payne, Arthur Frank.** Vocational education as a preventive of juvenile delinquency. *School and society*, 10: 509-13, November 1, 1919.

2068. **Reynolds, J. H.** Fifty years of technical education. *Nature*, 104: 257-59, November 6, 1919.

Progress of technical education in Great Britain and Ireland.

2069. **Roux, J.** L'enseignement professionnel en Alsace et Lorraine. *École du travail*, 1: cxxxviii-cxl, cliii-clv, September, October 1919.

2070. **Voorhees, Charity M.** Educating toward democracy. *Education*, 40: 181-88, November 1919.

Emphasizes schooling in the factory.

2071. **Wyer, James I., jr.** Half-baked cult menace to schools. Overdose of vocational training condemned as a mere contributor to commercialism and not a preparation for the real duties of life. *State service* (Albany, N. Y.) 3: 55-61, October 1919.

An address delivered at the commencement of the New York State college for teachers, Albany, June 16, 1919.

Also in *School bulletin*, 46: 58-61, November 1919.

A vigorous protest against the supplanting of the old-fashioned classics in education by the modern vocational training.

VOCATIONAL GUIDANCE.

2072. **Axton, Edward H.** The juvenile unemployment agency. *Contemporary review*, 116: 448-53, October 1919.

Contrasts old system of education in England with modern scheme. Discusses continuation schools, etc.

HOME ECONOMICS.

2073. **Bunch, Mamie.** A course for home demonstration agents; the Illinois plan. *Journal of home economics*, 11: 430-35, October 1919.

Presented at the meeting of the Extension section, twelfth annual meeting of the American home economics association, Blue Ridge, N. C., June 1919.

2074. **Davis, Helen Lee.** How to make home economics work function. *Journal of home economics*, 11: 423-29, October 1919.

Given at the Inland empire teachers association, Spokane, Wash., April 3, 1919, and at the Oregon home economics association meeting, Portland, Oregon, May 17, 1919.

PROFESSIONAL EDUCATION.

2075. **National league of nursing education.** Proceedings of the twenty-fourth annual convention . . . held at Cleveland, Ohio, May 7-11, 1918. Baltimore, Williams & Wilkins company, 1919. 352 p. 8°. (Laura R. Logan, secretary, University of Cincinnati, Cincinnati, Ohio.)

Contains: 1. J. E. Cutler: How the public and the nursing profession are combining to supply nursing needs during and after the war, p. 115-24. 2. M. Adelaide Nutting: How the nursing profession is trying to meet the problems arising out of the war, p. 125-32. 3. S. S. Goldwater: The nursing crisis: efforts to satisfy the nursing requirements of the war, p. 132-39. 4. Elizabeth Burgess: The readjustment of the curriculum to meet war needs and its effect upon the hospitals, p. 142-51; Discussion, p. 151-59. 5. Jane A. Delano: Red cross aid versus the short-term course, p. 159-71. 6. Annie W. Goodrich: The plan for the Army school of nursing, p. 171-76; Discussion, p. 176-92. 7. Julia C. Lathrop: Child welfare, p. 292-96.

2076. **Flodin, John.** Essentials of engineering education. Industrial management, 58: 312, October 1919.

2077. **Greene, Roger S.** The Rockefeller foundation in China. Asia, 19: 1117-24, November 1919. illus.

An account of the foundation's operations for the development of scientific medicine in China, by the establishment of medical schools and otherwise. Describes the Peking union medical college, reorganized by the foundation in cooperation with the church missions.

2078. **Hollis, Ira N.** Engineering colleges and administration. Bulletin of the Society for the promotion of engineering education, 10: 33-68, October 1919.

The president of Worcester polytechnic institute presents the different phases of college administration.

2079. **Holmes, Oliver W.** The new century and the new building of the medical school of Harvard University. Boston medical and surgical journal, 91: 523-34, October 30, 1919.

Reprinted from the issue of the Journal for October 18, 1883.

2080. **Hyde, Sarah E.** Adapting the model curriculum to the small school. American journal of nursing, 20: 129-33, November 1919.

Work in a nurse training school.

2081. **Potter, A. A.** War experiences in engineering education. American school, 5: 269-70, September 1919.

Read before the Department of higher education, National education association, Milwaukee, July 1, 1919.

Shows how the experiences gained by engineering colleges during the war may be applied to engineering education.

2082. **Roe, Joseph W.** College training for industrial engineers. Yale alumni weekly, 29: 128-30, October 31, 1919.

From an address on October 29 before the Society of industrial engineers, Cleveland, Ohio.

2083. **Tracy, John C.** Engineering at Yale. Yale alumni weekly, 29: 151-55, November 7, 1919.

The situation in this profession throughout the country and Yale's imperative need to build up a strong department in it.

From a paper read before the Yale engineering association, October 31, 1919.

CIVIC EDUCATION.

2084. **Deshel, M. C.** Safeguarding life and property. Outlook, 123: 298-301, November 12, 1919.

Second paper of a series of articles by teachers of the New York high schools on community civics—a practical educational course in citizenship.

2085. **Hill, Howard C.** Community civics. Journal of education, 90: 479-81, November 13, 1919.

Contains a topical outline of a course in community civics which attempts to remedy some of the defects in the prevailing courses.

2086. **Meers, G. Eunice.** Specific aims in the literature course. English journal, 8: 488-95, October 1919.

Emphasizes training in citizenship. Gives lists of books treating of the subject.

2087. **National Catholic war council.** Committee on special war activities. A program for citizenship. Washington, D. C., National Catholic war council, 1919. 14 p. 12°. (Reconstruction pamphlets, no. 5, July 1919.)

2088. Wilson, Woodrow. Why teachers should study the principles of our government. South Carolina education, 1: 8, October 1919.

Reprinted from the High school quarterly, Athens, Ga.

The duty of teachers in respect to the teaching of citizenship and patriotism, as given by the President of the United States in an address.

AMERICANIZATION OF IMMIGRANTS.

2089. Bogardus, Emory S. Essentials of Americanization. Los Angeles, University of Southern California press, 1919. 303 p. 8°.

This volume is based on the author's experience in Chicago at Northwestern university settlement, and on subsequent immigration investigations; it is an expression of experiences gained from teaching foreign-born laborers; it is a result of teaching the subject of "Americanization and immigration" to university students during the past seven years.

2090. Carney, Chester S. National conference on Americanization in industries. Journal of applied psychology, 3: 269-76, September 1919.

Meeting was held at Nantasket Beach, Mass., June 23-24, 1919.

2091. Fitzpatrick, Mary. The need of immigrant education. Journal of education, 90: 400-402, October 23, 1919.

2092. Talbot, Winthrop. The one language industrial plant. Practical aim of Americanization. Industrial management, 58: 313-20, October 1919. illus.

Presents some of the most practical aspects of introducing language instruction for foreigners in industrial plants.

EDUCATION OF SOLDIERS.

2093. Cave, Elmer L. Development and operation of the educational program in the A. E. F. News letter of the State department of education (Olympia, Wash.) 1: 3-11, October 1919.

A sketch of the plan and the machinery of the educational program as planned by the Educational commission corps, some objections that hindered the program, and the achievements.

2094. Ridgley, Douglas C. With the American expeditionary forces. School and home education, 39: 60-62, November 1919.

This third article in a series deals with the Army schools in France.

EDUCATION OF WOMEN.

2095. McLean, Katherine Simon. The effect of the war upon the education of women. American school, 5: 297-98, 306, October 1919.

Read before the Department of higher education, National education association, Milwaukee, July 1, 1919.

2096. Thamin, Raymond. L'éducation des filles après la guerre. Revue des deux mondes, 53: 512-32, October 1, 1919.

CONTENTS.—I. La femme de demain et l'éducation d'aujourd'hui.
To be continued.

NEGRO EDUCATION.

2097. Brawley, Benjamin. A short history of the American Negro. Rev. ed. New York, The Macmillan company, 1919. xvii, 280 p. 12°.

The following chapters of this book deal with educational and cultural conditions of the Negro: IX. Missionary endeavor; XI. The Tuskegee idea; XV. Self help in Negro education; XVI. Social and economic progress; XVII. Literature and art.

2098. **Mitchell, Ida, and others.** A study of association in Negro children. Psychological review, 26: 354-59, September 1919.

Study consists of 300 association test records, the subjects being Negro children of New York city schools, in age groups of 25 ranging from 14 to 15 years, and about equally divided as to sex. Says that Negro children, on the whole, show "further departure than white ones from the normal adult associational standard."

2099. **University commission on Southern race questions.** Four open letters from the University commission on race questions to the college men of the South. [Lexington, Va., 1919] 8 p. 8°.

CONTENTS.—I. Lynching.—II. Education.—III. Migration.—IV. A new reconstruction.

EDUCATION OF DEAF.

2100. **De Land, Fred.** Working in behalf of deaf children. Volta review, 21: 701-2, November 1919.

Fourth article of series. Notes concerning the formation, growth, development, and work of the American association to promote the teaching of speech to the deaf.

EXCEPTIONAL CHILDREN.

2101. **National association for the study and education of exceptional children.** Report of the annual business meeting. . . held April 30, 1919, New York city. Bulletin of the National association for the study and education of exceptional children (Plainfield, N. J.) 1: 1-31, October, 1919.

Contains: 1. Mrs. W. S. Stener: The needed education, p. 11-12. 2. G. D. Strayer: School administration and the exceptional child, p. 14-15. 3. R. S. Copeland: The undernourished and defective child, p. 15-18. 4. W. A. Waterman: The boy scout movement, p. 20-21. 5. Misha Applebaum: Humanitarianism in education, p. 21-23. 6. M. P. E. Grossmann: [The individual adjustment of the exceptional child], p. 23-26.

2102. **Anderson, V. V.** Mental defect in a southern state. Mental hygiene, 3: 527-65, October 1919.

Report of the Georgia commission on feeble-mindedness and the survey of the National committee for mental hygiene. Among other things discusses the relationship of feeble-mindedness to the public schools.

2103. **Camp, Pauline B.** Speech correction in the Grand Rapids schools. Volta review, 21: 732-34, November 1919.

Discussion, p. 734-36.

2104. **Gillingham, Anna.** The bright child and the school. Journal of educational psychology, 10: 237-52, May-June 1919.

The author gives a detailed account of a group of exceptionally bright children and shows why mere mental precocity is not a sufficient criterion for rapid advancement.

2105. **Montague, Helen.** Psychopathic clinic of the children's court of the city of New York. Mental hygiene, 3: 650-69, October 1919.

Includes some interesting school records.

2106. **Roper, R. E.** Special treatment for special children. Child (London) 10: 1-9, October 1919.

Remedial treatment of children in English schools.

2107. **Stedman, Lulu M.** An experiment in educational democracy. Sierra educational news, 15: 515-18, October 1919.

The opportunity room for gifted children organized in the Training department of the Los Angeles state normal school.

- 2108. Swift, Walter B.** Can stuttering be outgrown? Quarterly journal of speech education, 5: 368-74, October 1919.
- 2109. Wembridge, Harry.** An investigation of mental deficiency among the juvenile delinquents of New York city. Journal of delinquency, 4: 186-93, September 1919.

LIBRARIES AND READING.

- 2110. American library association.** Preliminary report of committee on enlarged program for American library service. Library journal, 44: 645-63, October 1919.

Also condensed in Public libraries, 24: 319-22, October 1919.

The library war service having ended, the American library association plans to expand its activities so as to render a national service to all classes of the community.

- 2111. Hopkins, Florence M.** Library work in school courses. Public libraries, 24: 393-94, November 1919.

An address before the Library section of the National education association at Milwaukee, July 3, 1919.

- 2112. Willett, G. W.** The reading interests of high school pupils. English journal, 8: 474-87, October 1919.

Study based on a census taken of the pupils of the Hibbing (Minn.) high school, obtained by means of a questionnaire of 23 questions issued on March 21, 1918. Presents some interesting tabular statistics.

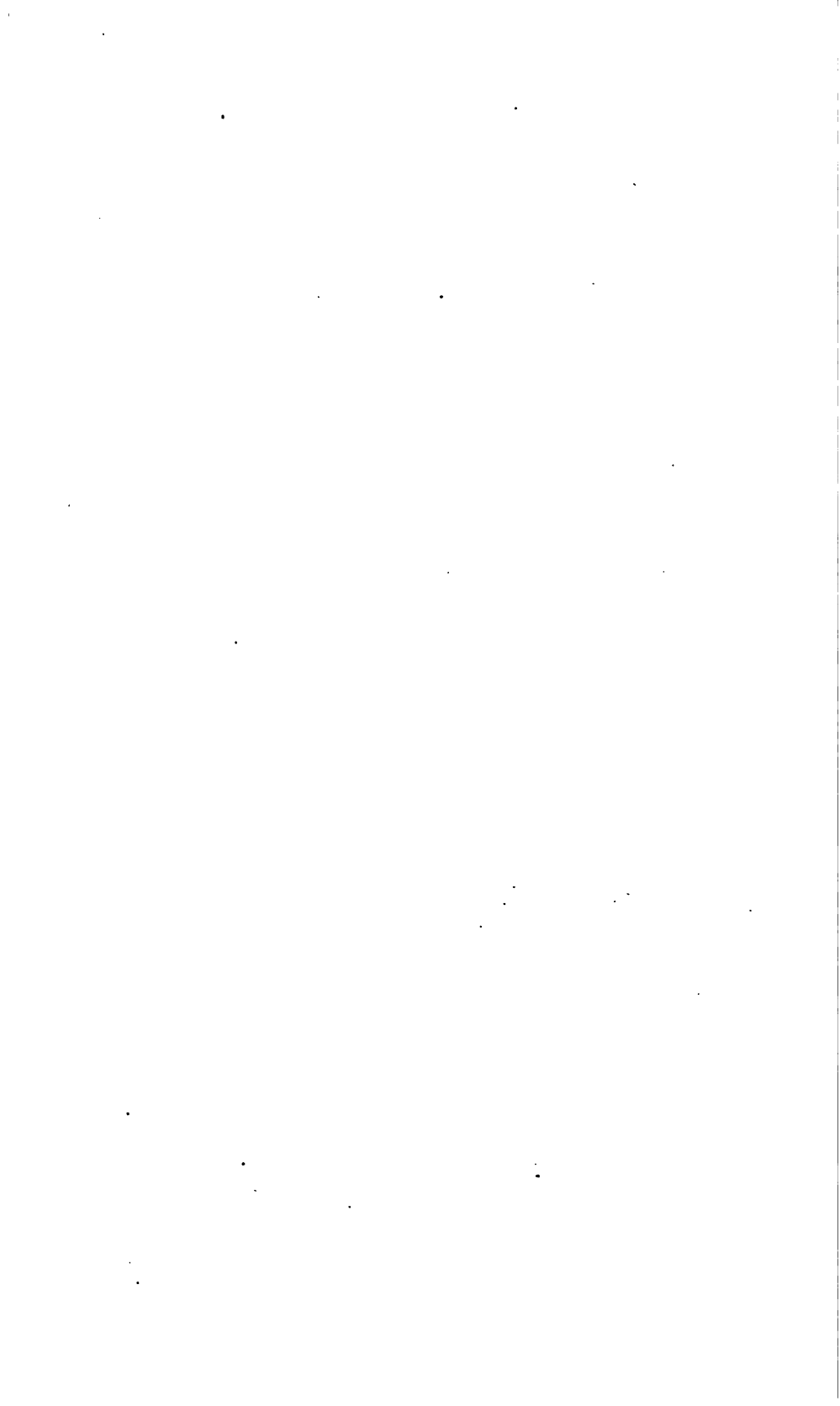
- 2113. Wilson, Martha.** School library management. New York, The H. W. Wilson company, 1919. 126 p. 12°.

A revised edition of School library management, published by the Minnesota Department of education in 1917.

The book offers practical suggestions as to the equipment, organization, and administration of school libraries, and provides a reference aid for simple library methods.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

- 2114.** The administration of correspondence-study departments of universities and colleges; by Arthur J. Klein. Washington, 1919. 54 p. (Bulletin, 1919, no. 56)
- 2115.** Bibliography of home economics; by Carrie Alberta Lyford. Washington, 1919. 103 p. (Bulletin, 1919, no. 46)
- 2116.** Education in parts of the British Empire. Washington, 1919. 104 p. (Bulletin, 1919, no. 49)
- Advance sheets from the Biennial survey of education, 1916-1918.
- 2117.** Educational directory, 1919-20. Part 4. Special schools. Washington, 1919. 5 p. (Bulletin, 1919, no. 71, Part 4)
- 2118.** Educational work of the Young men's Christian associations, 1916-1918; by William Orr. Washington, 1919. 60 p. (Bulletin, 1919, no. 53)
- 2119.** The Federal executive departments as sources of information for libraries; comp. by Edith Guerrier. September 1, 1919. Washington, 1919. 204 p. (Bulletin, 1919, no. 74)
- 2120.** Statement of the Commissioner of education to the Secretary of the Interior for the fiscal year ended June 30, 1919. Washington, 1919. 67 p.





DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1920, No. 2

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

JANUARY, 1920



WASHINGTON
GOVERNMENT PRINTING OFFICE
1920

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—Scientific research—School administration—School management—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education; Home economics—Commercial education—Professional education—Civic education—Americanization of immigrants—Military training—Education of soldiers—Re-education of war invalids—Education of women—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

2121. National education association. Addresses and proceedings of the fifty-seventh annual meeting held at Milwaukee, Wisconsin, June 28-July 5, 1919. Washington, D. C., Pub. by the Association, 1919. 759 p. 8°. (J. W. Crabtree, secretary, 1400 Massachusetts avenue, Washington, D. C.)

General sessions.—Contains: 1. Addresses of welcome [by] C. P. Cary, p. 31-32; [by] M. C. Potter, p. 32-35; [by] Ellen C. Sabin, p. 35-38. 2. Annie W. Blanton: Response to addresses of welcome, p. 38-41. 3. G. D. Strayer: The National education association program of work, p. 41-46. 4. The new

2121. National education association—Continued.

world and the demand that it will make upon public education—A. Manufacturing and commercial interests [by] J. H. Puellicher, p. 47-51; B. Agricultural interests [by] H. J. Waters, p. 51-55; C. American homes [by] Ella S. Stewart, p. 55-58; D. War education abroad [by] F. E. Spaulding, p. 58-60; E. Organized labor [by] Henry Sterling, p. 60-64. 5. The organization of public education for service in the new democracy—A. Rural education [by] L. L. Driver, p. 64-67; B. Elementary education [by] T. C. Gecks, p. 67-70; C. Secondary education [by] J. L. Tildsley, p. 70-72; D. Higher education [by] E. C. Elliott, p. 73-75. 6. Margaret S. McNaught: The work of the commission on the revision of elementary education, p. 75-79. 7. Education for the establishment of a democracy in the world—A. The United States [by] P. P. Claxton, p. 81-88; B. France [by] Albert Feuillier, p. 89-93; C. France [by] Ferdinand Buisson, p. 93-94; D. South America [by] Aurelia Viera, p. 95-96. 8. The contribution of teachers to the development of democracy—A. Kindergarten [by] Alma L. Binzel, p. 96-100; B. Rural schools [by] Marie T. Harvey, p. 100-104; C. Elementary schools [by] Elizabeth S. Baker, p. 104-107; D. Secondary schools [by] Essie V. Hathaway, p. 107-10. 9. D. B. Waldo: An adequate supply of trained teachers, p. 111-13. 10. Child-welfare agencies cooperating with the schools—A. The Children's bureau [by] Julia Lathrop, p. 113-16; B. Girl scouts [by] Laura P. Holland, p. 116; C. Red cross [by] Minnie L. Davis, p. 116-17.

National council of education.—11. J. F. Sims: Teacher training, including observation schools and courses of study for rural schools, p. 120-24. 12. Adelaide S. Baylor: Consolidation of rural schools, p. 124-28. 13. Josephine C. Preston: Rural health and sanitation, p. 128-32. 14. Final report of the committee on economy of time in education, p. 132-34. 15. Olive Jones: How the salary bill was passed in the New York legislature, p. 139-45. 16. D. B. Johnson: Pensions, p. 145-47. 17. Essential factors in the teaching of democracy [by] A. E. Winship, p. 150-52; [by] L. D. Coffman, p. 152-55; Discussion, p. 155-57. 18. I. A. Abt: Cooperation of physicians in the health work of schools, p. 161-65. 19. F. R. Green: Cooperation of the medical profession, p. 165-69.

Department of kindergarten education.—20. Nina C. Vandewalker: The kindergarten curriculum as modified by modern educational thought, p. 171-75. 21. Alice Temple: Subject-matter of the curriculum, p. 175-78.

Department of elementary education.—22. O. S. Rice: Instruction of elementary-school children in the use of books and libraries, p. 180-82. 23. Theda Glidemeister: Revision of the elementary-school curriculum, p. 182-86. 24. Anne E. Logan: Reports on practical experiments in everyday schoolrooms in revision of programs, p. 186-89. 25. Mary C. Harris: Teacher participation in school administration, p. 189-91. 26. Ella V. Dobbs: Equipping and furnishing the modern school, p. 191-98.

Department of secondary education.—27. F. M. Leavitt: New problems and developments in vocational education, p. 196-99. 28. J. H. McCurdy: A constructive program in physical education, p. 199-202. 29. I. M. Allen: Pupil responsibility as a training in democracy, p. 202-204.

Department of higher education.—30. James Sullivan: The influence of the war on higher education, p. 205-208. 31. A. A. Potter: The effect of the war on methods of teaching, p. 208-10. 32. H. H. Hilton: Modification of business methods in educational institutions, p. 210-14. 33. Kathryn S. McLean: Effect of war on the education of women, p. 214-17; Discussion: Effect of war on higher education [by] E. A. Birge, p. 217-19.

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Department of business education.—42. F. G. Nichols: Recent developments in commercial education, p. 260-62. 43. I. C. M. Yoder: Occupations open to boys and girls under seventeen—required training, p. 264-69.

2121. National education association—Continued.

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Department of rural and agricultural education.—46. Katherine M. Cook: The course of study reorganized to meet the needs of modern rural life, p. 282-85; Discussion, p. 285-86.

Department of music education.—47. A. J. Gantvoort: Music for citizenship, p. 292-95. 48. G. H. Woods: Music as an aid to school enthusiasm, p. 295-98. 49. Mabelle Glenn: Music as an influence in elementary education, p. 298-301.

Department of child hygiene.—50. F. I. Cooper: Hygienic problems in school-house construction, p. 308-306. 51. Charles M. DeForest: The National legion of modern health crusaders, p. 307-10. 52. G. P. Barth: Educational control of school health work, p. 310-13.

Department of physical education.—53. George Wittich: Loyal citizens a product of physical training, p. 316-18. 54. E. D. Caulkins: The promotion of physical education thru state legislation, p. 318-21.

Department of school administration.—55. W. L. Pieplow: Cooperation between boards of education and the public, p. 325-28. 56. G. M. Brace: Vocational education, p. 333-36; Discussion, p. 337-38. 57. F. N. Freeman: Illumination requirements of school buildings, p. 339-53. 58. A. F. Hussander: Planning the school buildings of Chicago, p. 353-57. 59. E. E. Patton: The school building from the legislator's standpoint, p. 358-61. 60. W. R. McCormack: School buildings as they are and as they should be, p. 361-64. 61. C. H. Judd: Educational specifications for school buildings, p. 365-69. 62. J. H. McCurdy: School environment for health, p. 369-73.

Department of classroom teachers.—63. L. D. Coffman: Need for the substitution of a cooperative type of organization for the present system, p. 376-77. 64. Ethel M. Gardner: Constructive participation in organization and administration by teachers, p. 378-80. 65. T. M. Ballet: The teaching of citizenship in high schools, p. 381-83. 66. Sara H. Fahey: Some causes of the present decline of teaching as a profession, p. 383-87. 67. W. J. Bogan: The value of teachers' councils, p. 387-90. 68. Frances E. Harden: A plea for greater democracy in our public schools, p. 390-92.

Department of deans of women.—69. Eleanor N. Adams: What deans of women can do to encourage group consciousness among women—Education, p. 390-99. 70. E. A. Birge: What a president may expect from a dean of women, p. 399-402. 71. Willystine Goodsell: Some effects of the war on the higher education of women, p. 407-12. 72. Katherine S. Alvord: Relation of the faculty and especially the dean of women to the student government association, p. 412-15. 73. F. Louise Nardin: How may the freshman be more easily and quickly adjusted to college life? p. 415-20. 74. Eula W. Deaton: The work of a dean of girls and its relation to that of a dean of women, p. 420-25. 75. Grace Greenwood: The scoring of rooms in residence halls, p. 425-26.

Department of school patrons.—76. H. O. Rugg: Cooperation between boards of education and the public, p. 432-34. 77. Margaret S. McNaught: Cooperation between the public and the school authorities in securing better teaching in elementary schools, p. 434-37. 78. A. F. Payne: Cooperation between the public and the schools in taking advantage of the vocational education bill, p. 437-40. 79. Olivia Pound: Cooperation of patrons in solving the problems of social life in the high school, p. 441-43. 80. R. F. Crist: Cooperation of school authorities and the public in the wider use of school buildings, p. 443-44.

Library department.—81. Carter Alexander: Supervision of school libraries, p. 446-49. 82. J. D. Wolcott: Young people's reading circles, p. 449-51; Discussion, p. 451-53. 83. Sherman Williams: The high-school library and the high-school librarian, p. 453-56. 84. Florence M. Hopkins: Instruction of high-school students in the use of books and libraries, p. 457-59.

Department of educational publications.—85. H. S. Shirer: Experiments in state publication, p. 465-68. 86. L. D. Coffman: Should authors be concerned with the methods of distribution of textbooks? p. 468-69.

Department of the wider use of schoolhouses.—87. R. F. Crist: The Federal plan of Americanization work with the foreign-born, p. 471-75. 88. W. P. Roseman: Experiences in Americanization, with suggestive plan for development, p. 477-82.

Department of superintendence.—For articles appearing on pages 494-586 see item 1330 in the September 1910 issue of this Record.—89. Mabel E. Simp-

2121. National education association—Continued.

son: The divided-period plan of supervised study in American history, p. 587-94. 90. J. S. Brown: Supervised and directed study, p. 594-97. 91. Grace A. Day: Supervision of study in the grades, p. 598-600. 92. D. J. Kelly: Administrative problems in supervised study, p. 601-602. 93. J. W. Sexton: Training teachers to supervise, p. 602-606. 94. H. C. Johnson: The English language—its new importance and universality, p. 606-609. 95. J. W. McClinton: What shall we do with the ancient and modern languages? p. 609-14. 96. Arthur Deamer: Changes produced in the modern-science courses by the war, p. 616-19. 97. P. P. Colgrove: The part-time continuation school, p. 619-21. 98. B. B. Irons: Supervision in the small city school system, p. 622-25. 99. Theodore Saam: Intelligence testing as an aid to supervision, p. 625-29; Discussion, p. 630-34. 100. M. Beatrice Johnstone: The county school nurse, p. 634-37. 101. Samuel Hamilton: The educational value of play, p. 637-42. 102. Z. E. Scott: The work and value of the helping teacher, p. 642-45. 103. Clifford Funderburg: The six-six plan in Indiana, p. 646-49. 104. T. H. Harris: Educational readjustments following the war, p. 649-52. 105. Margaret S. McNaught: National aid for education, p. 652-54. 106. H. S. Magill: Our legislative program, p. 654-58. 107. A. A. Méras: How to teach pupils that democracy involves duties as well as rights, p. 658-60. 108. F. S. Fosdick: How to teach pupils respect for properly constituted authority, p. 661-65. 109. Katherine D. Blake: How to teach pupils to respect the rights of others, p. 665-67. 110. Report of the committee on economy of time, p. 668-73. 111. Administrative cooperation in the making of courses of study in elementary schools, p. 675-716. 112. Report of the subcommittee on curriculum, p. 717-39.

EDUCATIONAL BIOGRAPHY.

2122. Lewis, Ivey F. William Harry Heck, 1879-1919. Alumni bulletin of the University of Virginia, 12: 357-79, August-October, 1919.

A sketch of Prof. Heck's life, his ancestry, boyhood, college and university life, his work as a scholar and as a university professor.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

2123. Bagley, William C. Education: the national problem. New republic, 21: 87-92, December 17, 1919.

Says that the teaching profession is held in low esteem, and inquires why this is the case. Advocates the creation of a department of education in the Federal Government. Analyzes the Smith-Towner bill and its implications.

2124. Malone, Thomas J. When boys leave school. American review of reviews, 60: 627-30, December 1919.

A study based on statistics of the draft in Minneapolis, Minn., under the Selective service act of the first draft only, that of June 5, 1917. It involved a classification of more than 30,000 registrants on a basis of extent of schooling received, as stated by them in Government questionnaires.

2125. Smith, Payson. A program for education in Massachusetts. School and society, 10: 711-20, December 20, 1919.

An address delivered at the twenty-eighth annual meeting of the Harvard teachers' association, April 12, 1919.

Discussion by members of the Association: [by] F. V. Thompson, p. 720-24; [by] A. L. Lowell, p. 724-27; [by] F. C. Hood, p. 727-33; [by] A. C. Boyden, p. 733-36; [by] C. W. Elliot, p. 737-39; [by] S. M. Crothers, p. 739-40.

2126. Virginia Education commission. Virginia public schools. Education commission's report to the Assembly of Virginia. Survey staff's report to the Education commission. Richmond, Va., Everett Waddey company, 1919. 400 p. plates. 8°.

Director of the survey: Dr. Alexander J. Inglis.

2126. Virginia Education commission—Continued.

CONTENTS.—Report of the Education commission, with recommendations, p. 7-52. Report of the Survey staff, p. 53-286.—1. Problems and needs of education in Virginia.—2. The school term in Virginia.—3. School population, enrolment and attendance.—4. The progress of pupils in the schools.—5. The elementary school program.—6. The results of instruction measured.—7. The teaching force in Virginia.—8. The training of teachers.—9. The certification of teachers.—10. Secondary education.—11. Practical arts education.—12. School hygiene and health education.—13. Negro education in Virginia.—14. The supervision of instruction in rural schools.—15. The small school and school consolidation.—16. School organization.—17. School buildings, grounds and equipment.—18. State organization and administration.—19. School administration in county and district.—20. City school administration.—21. Financial support. Appendix A.—Tables, p. 287-400.

FOREIGN COUNTRIES.

2127. Dean, S. H. The republic within the republic of China. Purpose of the student organization is to increase education and industry. Transpacific, 1: 8-12, December 1919. illus.

2128. Fries, Wilhelm. Die bedeutung der freien erziehungs- und bildungsanstalten für das öffentliche schulwesen. Lehrproben und lehrgänge aus der praxis der höheren lehranstalten, heft 141: 1-10, October 1919.

2129. Goad, Harold E. The need of British institutes in southern and eastern Europe. Fortnightly review, 106: 759-70, November 1919.

Advocates the establishment and maintenance of institutes for the diffusion of English ideals and English teaching in the Balkan states and Italy.

2130. Haldane, Richard Burdon, Lord. New ideals in education. Yale review, 9: 237-52, January 1920.

A description of the recent experience of Great Britain in education. The school as a whole now receives consideration, that is, its atmosphere, and not the mere mechanical product of the response of the pupils to a process of forcing for an external test. The attention which was given to individuality in the earlier schools is now lacking, for "no general provision on a necessarily colossal scale can take adequate account of the importance of developing individuality. It can only prepare for a later stage in which the requisite process may be begun in the secondary school and completed in the university." Since these are closed to the great majority of boys and girls, the demand for adult education has arisen, and organizations such as the Workers' educational association are making great progress.

2131. Leclère, Léon. Les universités belges de 1914 à 1919. Revue internationale de l'enseignement, 39: 356-62, September-October 1919.

2132. Lichtenberger, Henri. L'Université de Strasbourg. Éducation, 11: 1-7, March-June 1919.

After a brief sketch of the University of Strasbourg as a German foundation, the writer discusses the spirit which should characterize the new French University of Strasbourg. He thinks the new university should attract foreign students, especially Americans, and quotes a letter from an American friend to this effect.

2133. Pfister, Christian. La première année de la nouvelle Université française de Strasbourg (1918-1919). Revue internationale de l'enseignement, 39: 313-55, September-October 1919.

2134. Russell, William F. Schools in Siberia; one way to stand by Russia. Philadelphia and London, J. B. Lippincott company [1919] 135 p. plates. 12°.

This account of educational conditions in Siberia was gained during months spent there in the service of the Committee on public information. As director

2134. Russell, William F.—Continued.

of the educational section of the Russian division, the writer had opportunity to visit many schools and confer with teachers, school administrators, and government officials. He found in Siberia already existing the elements of a well worked-out system of schools. The book outlines various methods by which America may help to improve the Siberian schools.

2135. Streichert, G. Neue ziele und neue wege. Allgemeine deutsche lehrerzeitung (Berlin) 48: 629-33, September 25, 1919.

An interesting discussion of the ways in which the schools may assist to reestablish Germany as an equal member in the society of nations.

2136. Van der Heyden, J. Holland's new school bill. America, 22: 125-26, December 6, 1919.

A bill to provide state support for private schools upon practically the same footing as the public schools.

2137. Williams, Orlo. The public schools. Edinburgh review, 230: 340-57, October 1919.

Based on the recent discussion regarding the great English public schools in various books and periodicals.

EDUCATIONAL THEORY AND PRACTICE.

2138. Brubacker, A. E. Plain talk to teachers. Atlantic monthly, 124: 789-95, December 1919.

Education is the means of social salvation for modern peoples. The teachers must, therefore, have scholarship and technical skill, and also high moral purpose.

2139. Gray, William S. Methods of improving the technique of teaching. Elementary school journal, 20: 263-75, December 1919.

A study based on a questionnaire sent to two hundred elementary school teachers "to determine how supervisors aid their teachers." The answers received indicated that approximately one-half the teachers had not obtained detailed help in their classroom problems.

2140. Rausch, A. Der begriff der wissenschaftlichen pädagogik. Monatschrift für höhere schulen (Berlin) 18: 321-30, September-October 1919.

2141. Slaterry, Margaret. The teacher's highway. Church school, 1: 9-10, 45, November 1919.

The writer thinks that a good imagination is the best highway to success any teacher can travel.

EDUCATIONAL PSYCHOLOGY: CHILD STUDY.

2142. Burnham, William H. Success and failure as conditions of mental health. Mind and body, 26: 289-98, December 1919.

Read at the National conference of social work, Atlantic City, June 1919.
Reprinted from Mental hygiene, 3: 387-97, July 1919.

2143. Dugas, L. Docilité et indocilité. Éducation, 11: 8-18, March-June 1919.

Discusses a study by Benedetto Croce entitled "Critique de moi-même," published in Revue de métaphysique et de morale, January-February 1919.

2144. Ioteyko, Josefa. Les types de mémoire chez l'enfant au point de vue pédagogique. Éducation, 11: 19-31, March-June 1919.

2145. **Watson, John B.** Psychology from the standpoint of a behaviorist. Philadelphia and London, J. B. Lippincott company [1919] 429 p. 8°.

A new manual based on the definition that "psychology is that division of natural science which takes human activity and conduct as its subject matter." It discards much of the terminology of the traditional psychology.

EDUCATIONAL TESTS AND MEASUREMENTS.

2146. **Indiana university.** Conference on educational measurements. Sixth annual conference. . . held at Indiana university, Bloomington, Ind., April 18-19, 1919. Bloomington, Ind., Pub. by the Extension division of Indiana university, 1919. 122 p. 8°. (Bulletin of the Extension division, Indiana university, vol. 5, no. 1, September 1919)

Contains: 1. W. W. Charters: Diagnosis of language errors, p. 6-12. 2. W. W. Charters: Diagnosis of grammatical errors, p. 13-24. 3. S. L. Pressey: Demonstration of the use of group tests of intelligence, p. 25-37. 4. Mrs. S. L. Pressey: A group scale of intelligence for the first and second grades, p. 38-45. 5. S. L. Pressey: School surveys by means of group tests of intelligence, p. 46-53. 6. C. S. Carney: Some experiments with mental tests as an aid in the selection and placement of clerical workers in a large factory, p. 60-74. 7. O. H. Williams: Intelligence test of high school seniors, p. 75-77. 8. W. W. Charters: Scientific curriculum construction, p. 78-93. 9. W. S. Monroe: Next steps in educational measurements, p. 94-103. 10. E. J. Ashbaugh: Educational service in Iowa, p. 104-12. 11. E. J. Ashbaugh: Some recent developments in spelling, p. 113-22.

2147. **Chapman, J. Crosby.** The measurement of physics information. School review, 27: 748-56, December 1919.

The measurement described is the outcome of several meetings with a club composed of the physics teachers in the Cleveland public schools.

2148. **Differentiating instruction in ninth-grade English** (English department of the University high school, University of Chicago). School review, 27: 772-88, December 1919.

Results of tests in language mechanics, etc.

2149. **Lowell, Frances.** A preliminary report of some group tests of general intelligence. Journal of educational psychology, 10: 323-44, September 1919.

Study based on a series of group tests used in the first, second, and third grades, to determine which children should be given the individual Binet tests.

2150. **Pressey, Luella W.** A group scale of intelligence for use in the first three grades. Journal of educational psychology, 10: 297-308, September 1919.

This paper urges that "a group scale of intelligence is necessary in the primary grades in order (a) to permit comparison of the 'pupil material' entering different schools and (b) to aid in individual diagnosis."

2151. **Reeder, John C.** The Geneseo scale of qualities. Elementary school journal, 20: 292-96, December 1919.

A scale of measurement introduced in the elementary schools of Geneseo, Ill.

2152. **Rugg, Earle U.** Character and value of standardized tests in history. School review, 27: 757-71, December 1919.

The writer presents considerations concerning the existing tests in history; the general criticisms of them; and their value to the lay teacher of history.

2153. Washburne, Carleton W. A classified scale for measuring intelligence. *Journal of educational psychology*, 10: 309-22, September 1919.

The writer claims to have made a practical diagnostic scale which will not only measure the general intelligence but will also indicate in what particular functions a child is above or below normal.

SPECIAL METHODS OF INSTRUCTION.

2154. Crumly, Charles W. The movies—bane or blessing? *Education*, 40: 199-213, December 1919.

Says that the chief appeal of the "screen" to-day is to the erotic senses. The problem is to remove this and other objectionable defects from moving-pictures. Makes a plea for better educational features.

2155. Leonard, James H. The movies. *Journal of education*, 90: 509-12, November 20, 1919.

Dwells on the evil effects of the movies on children. Says that morally, the movies as now conducted are impossible. Shows the desirability of some sort of effective control of the moving picture industry in the interests of the children of the country.

2156. McMurry, Frank M. Applying the "sixth sense" to motion picture education. *Educational film magazine*, 2: 7-8, 10, November 1919.

An interview by the editor with Dr. McMurry, professor of elementary education, Teachers college, New York city.

2157. Minor, Ruby. The supervision of project teaching. *Educational administration and supervision*, 5: 357-63, October 1919.

Bibliography: p. 363.

2158. Osborne, A. E. Visual instruction. Normal instruction and primary plans, 29: 41, 61, January 1920. illus.

The stereograph, its history, development and application to present-day classroom needs.

SPECIAL SUBJECTS OF CURRICULUM.

ENGLISH AND COMPOSITION.

2159. Morley, Edith J. The place of English studies in national life. *Contemporary review*, 116: 563-67, November 1919.

The place of English studies, literary and linguistic, in the life of English-speaking people.

2160. Bader, L. W. Home cooperation in promoting good speech. *Illinois association of teachers of English bulletin*, 12: 1-11, November 1, 1919.

Plans worked out by the teachers of the Columbia school, St. Louis, Mo., for enlisting the help of the parents in improving spoken language.

2161. Randall, Julia Davenport. Blessing Esau; experiments in high-school English-teaching. Boston, R. G. Badger [1919] 121 p. 8°.

2162. Buppenthal, J. C. The legal status of the English language in the American school system. *School and society*, 10: 658-66, December 6, 1919.

2163. Sayrs, William C. English in our public schools. *Education*, 40: 230-37, December 1919.

Makes a plea for idealism in education. Commercialism is putting the emphasis on materialism.

MODERN LANGUAGES.

2164. Cahen, Maurice. Reflexions sur l'enseignement de l'allemand. *Revue universitaire*, 28: 170-75, October 1919.

This first article in a projected series gives the actual results from teaching German in the lycée de Valance, France, and pronounces them unsatisfactory.

2165. Glehn, Louis de. The delimitation of school and university studies. *Modern languages*, 1: 14-17, October 1919.

Writer contends that whatever the proportions in which the linguistic and the cultural aim should combine in the school and university course respectively, the linguistic aim must predominate in the school as providing the sole truly psychological foundation for the higher cultural training which is the province of the university.

2166. Morris, John. The teaching of modern languages. *High school quarterly*, 7: 246-51, July 1919.

Says it is a fundamental error to put the emphasis of modern language instruction upon the literature. It should be placed upon the language itself as a means of communication. Gives a systematic course for attaining this end.

ANCIENT CLASSICS.

2167. Crittenden, Albert R. Roman law in modern life and education. *Classical journal*, 15: 148-62, December 1919.

Says that the English law in its most formative period was considerably influenced by the form and content of Roman law. In the same magazine (p. 155-62) is a discussion of Prof. Crittenden's paper, by Joseph H. Drake. Both articles treat of the bearing of the subject on classical education.

2168. Fernier, Marcelle. Essai de préparation raisonnée d'un cours de littérature ancienne. *Revue universitaire*, 28: 183-92, October 1919.

Arrangement of a course in the lycée for girls in Besançon, France, in which the writer is a professor.

2169. Winbolt, S. E. The use of archæological aids in schools. *Journal of education and School world* (London), 51: 807-9, December 1919.

Objective aids in teaching, especially in Greek and Roman history and literature. Use of pictures, lantern slides, coins, pottery, statuary, and models of military engines, etc., in vogue in the ancient world.

SOCIAL SUBJECTS.

2170. A decade of history teaching. *Historical outlook*, 10: 497-511, December 1919.

CONTENTS.—I. A decade of committee activity, by D. C. Knowlton.—II. Associations of history teachers, by W. H. Cushman.—III. A decade of changes in elementary school history, by C. A. Coulomb.—IV. History in the grades, by A. J. Gerson.—V. Training the history teacher: a decade of progress, by N. M. Trenholme.—VI. A decade of government in the schools, by Edgar Dawson.—VII. The use of sources in history teaching during the last decade (1909-1919), by F. M. Fling.—VIII. American historical publications of the past decade, by G. M. Dutcher.

2171. Fisher, Charles A. A course of study in economics and social science for juniors and seniors in high school. *Educational administration and supervision*, 5: 435-45, November 1919.

2172. Teaching the history of to-day; by a schoolmaster. *Living age*, 15: 537-39, November 29, 1919.

Reprinted from the London Daily telegraph.

Describes the method of teaching contemporary history followed in an English school.

GEOGRAPHY.

2173. Peattie, Roderick. The new geography. Educational review, 58: 420-30, December 1919.

Says that the study of a region's domination of a people is the new geography — "a study of the cultural diversity of peoples and the reasons which lie back of that diversity."

SCIENCE.

2174. Bayer, Elizabeth. Some suggestions for a general science course. School science and mathematics, 19: 773-78, December 1919.

2175. Clark, Bertha M. Aims and purposes of general science. General science quarterly, 4: 291-95, November 1919.

Delivered at Educational congress held in New York state educational building, Albany, N. Y., May 21, 1919.

2176. Miller, Albert H. Science for the grades. Oak Park, Ill., Miller publishing co. [1919] 147 p. illus. 12°.

2177. Miller, G. A. The historical point of view in the teaching of science. Science, n. s. 50: 489-93, November 28, 1919.

Discusses the importance of the history of science in the curriculum of normal schools, etc. Paper read before the Missouri state teachers' association, November 7, 1919.

2178. Nichols, George E. The general biology course and the teaching of elementary botany and zoology in American colleges and universities. Science, n. s. 50: 509-17, December 5, 1919.

Study based on a questionnaire sent to botanists and zoologists in our leading colleges and universities. Says that "in elementary courses, botany should be taught as botany and zoology as zoology." The general biology course is "simply a survival of an early stage in the pedagogy of the subject and has no place in a modern educational scheme."

2179. Parker, Bertha M. Sixth-grade science projects. Elementary school journal, 20: 297-307, December 1919.

Making magnetic toys, etc., in the University elementary school of the University of Chicago.

2180. Pricer, J. L. The outlook for biological science in the reconstruction of secondary education. School and home education, 39: 77-80, December 1919.

Read at the Illinois High school conference, November 21, 1919.

2181. Buch, G. M. A range of information test in general science. General science quarterly, 4: 357-62, November 1919.

2182. Van Buskirk, E. F. How can sex education be made a part of general science? School science and mathematics, 19: 789-94, December 1919.

Paper given at the North Carolina high school teachers conference, Raleigh, N. C., February 15, 1919.

MATHEMATICS.

2183. Moore, Charles N. The contributions of mathematics to world progress. Educational review, 58: 413-19, December 1919.

Emphasizes the services rendered by mathematics in winning the World war.

MUSIC.

2184. Gantvoort, A. J. The training of the supervisor. *School music*, 20: 15-17, 20, November-December 1919.

Paper read before the National conference of music supervisors, on the training of the music supervisor.

SAFETY.

2185. Hunt, Frazier. Sowing seeds of safety—reaping crops of lives. *Red cross magazine*, 14: 50-54, November 1919. illus.

Account of the work and education for safety carried on in the schools of St. Louis, Mo.

KINDERGARTEN AND PRIMARY SCHOOL.

2186. International kindergarten union. Report on minimum essentials of kindergarten and primary education. *Kindergarten and first grade*, 4: 429-32, December 1919.

H. Grace Parsons, chairman.

2187. Zimmern, Elsie M. The work of a nursery training school. *Child* (London) 10: 68-72, November 1919.

Describes the school in Wellgarth road, Hampstead, opened eight years ago under the auspices of the Woman's industrial council of England.

RURAL EDUCATION.

2188. Cook, John H. Union or consolidated schools. *High school journal*, 2: 231-34, December 1919.

Shows the advantages of the consolidated school.

2189. Cook, Katherine M. Rural supervision in the United States. *American school board journal*, 59: 28-30, December 1919.

Discusses the prevailing methods of supervising rural schools: (1) State supervision, (2) Regional supervision, (3) County supervision, and (4) Township supervision.

2190. Deffenbaugh, W. S. Interesting village communities in their schools. *American school board journal*, 59: 27-38, December 1919.

Ways and means by which a principal can awaken the interest of a community in its schools.

2191. Duke, E. A. Do better schools result from consolidation? *American city* (town and county ed.) 21: 413-17, November 1919.

Consolidation of schools in Oklahoma. Illustrated.

2192. Holliday, Carl. What's the matter with the country school? *School and society*, 10: 681-83, December 13, 1919.

In conclusion the writer says that the average country school as it now exists is a failure; it is taking no part in making the farmer prosperous; it is certainly not making the farmer's boy contented to remain on the farm, and it is making him only intelligent enough to get away from the antiquated teaching as early as possible.

SECONDARY EDUCATION.

2193. Bobbitt, Franklin. Supervisory leadership on the part of the high school principal. *School review*, 27: 733-47, December 1919.

Says that the principal of a high school must acquire a vision of the particularized ends of education; he needs to keep in contact with community life and participate in it.

2194. **Byrne, Lee.** Studies in high school expenditures. High school quarterly, 7: 238-44, July 1919.

Gives tables showing the cost of high school instruction in various cities of the United States.

2195. **Challeau, Samuel A.** Three Minnesota high schools. American school board journal, 59: 47-52, 103, 105, December 1919. illus.

Describes three high schools in Minnesota, planned with a view of meeting different conditions as to enrollment and probable growth, as well as to certain variations in their courses of study.

2196. **Foster, John E.** The effect of the war on secondary schools. Education, 40: 251-54, December 1919.

A summary of reports from 75 Iowa high schools accredited by the North central association of colleges and secondary schools.

2197. **Gordon, F. V.** Public school vs. private school in preparation for college. Harvard graduates' magazine, 28: 236-42, December 1919.

A study of the records of students at Harvard college. In conclusion, the writer says "The private school offers advantages of training in health, manners, and religion which are of too great a value to be overlooked; but given a boy of fair intelligence, trained with his fellows in a democratic public school and you need have no fear that he will suffer in his college record, either in scholarship or deportment, in comparison with his more fortunate classmate who was carefully tutored at a private school."

2198. **Spilman, Mignonette.** The effect of the loafer on the high school system. High school quarterly, 7: 227-30, July 1919.

Thinks that the laggards have a very disturbing and detrimental effect upon the entire high school plant. They influence the efficiency of the teacher and the course of study. Says that in the interest of the hard working average student there should be a speedy solution to the problem of high school loafers.

2199. **Stewart, J. S.** Secondary education. [Athens, Ga., 1919] 35p. fold. form. 8°. (Bulletin of the University of Georgia, vol. XX, no. 1, October 1919.)

2200. **Westcott, Ralph Wells.** A junior high school catechism. Journal of education, 90: 535-37, November 27, 1919.

Results of a questionnaire of junior high school practice sent to over 220 towns and cities reported to have junior high school organizations.

2201. **Whitten, C. W.** Curriculum construction and objectives for secondary education. School and home education. 39: 81-84, December 1919.

A report to the administrative section of the Illinois high school conference. Read November 21, 1919.

NORMAL TRAINING.

2202. **Brown, H. A.** The normal school curriculum. Elementary school journal, 20: 276-84, December 1919.

A presentation of the curriculum plan under which the State normal school at Oshkosh, Wis., is operating, also an explanation of the principles on which it is based.

2203. **Bugg, J. W.** Practical pedagogy for the normal high school. American school board journal, 59: 53, 97, 99, December 1919.

Outlines a plan for observation work and practice teaching in a normal high school.

2204. Chorpenny, Charlotte B. "The follow-up work" in the State normal school of Minnesota. *School education*, 39: 35-37, December 1919.

Shows how the State normal school at Winona helps its fledglings in the first year after graduation when the problems of inexperience and adjustment are especially severe.

2205. Hannus, Paul H. The graduate school of education. *Harvard graduates' magazine*, 28: 228-36, December 1919.

The new School of education at Harvard university and some fundamental phases of the service which it may be expected to render.

2206. Morgan, W. P. A statement of the results of an inquiry about the curriculums offered by normal schools and teachers' colleges. *American school*, 5: 333-34, 337, November 1919.

Results of an inquiry as to the attitude and experiences of normal schools throughout the middle western territory in the organization of three-year and four-year teacher training courses.

2207. Neill, Nellie D. The uses of teachers' magazines. *Normal instructor and primary plans*, 29: 16, 65, January 1920.

2208. Pryor, H. C. Graded exercises in practice teaching. *Educational administration and supervision*, 5: 411-22, November 1919.

Gives a list of graded exercises in practice teaching, with the advantages of such exercises and adverse criticisms.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

2209. Atwood, Albert W. Brawn versus brain. *Saturday evening post*, 192: 20-21, 165-66, 169-70, December 20, 1919.

Shows how greatly workers in the professions, especially teaching, are underpaid in comparison with those engaged in manual and mechanical occupations.

2210. Benedict, Ernest M. Reasons in favor of indefinite tenure of office for teachers. *School index*, 6: 98-99, 102, November 23, 1919.

Paper read before the Cincinnati schoolmasters' club, November 8, 1919.

2211. Boone, B. G. The choice of a life work—teaching as a career. *Sierra educational news*, 15: 660-63, December 1919.

2212. Coffman, L. D. A problem in reconstruction. *School and home education*, 39: 74-77, December 1919.

Presented before the Council of normal school presidents, February 1919.

The question of teachers' unions and affiliation with the American federation of labor. Thinks teachers should perfect their own organization, an organization that would be independent and unrestricted in its thought and its policies except as they are dictated by the ideals of public service.

2213. Fairchild, Henry P. The matter with teaching. *Educational review*, 58: 400-12, December 1919.

Discusses the inadequacy of existing methods to determine true teaching ability in colleges and universities. Presents the idea of a personnel department for educational appraisement.

2214. Frazier, C. B. How shall we professionalize our profession? *Journal of education*, 90: 538-40, November 27, 1919.

Reprinted from the Idaho teacher.

2215. Great Britain. Board of education. Joint committee on salaries. Report. London teacher, 36: 309-13, November 28, 1919.

Report on provisional minimum scale of salaries for teachers in public elementary schools. This committee consisted of representatives from the County councils association, the Municipal corporations association, the Association of education committees, and the London county council of the one part, and of the National union of teachers of the other part.

2216. Heller, William I. An American teacher in England. American teacher, 8: 197-201, November 1919.

The work of the National union of teachers in England.

2217. The importance of being a professor; by one. Atlantic monthly, 124: 770-78, December 1919.

2218. Johnson, E. H. A comparative study of the salary situation. School and society, 10: 651-54, December 6, 1919.

Deals especially with the salary question in the colleges and notes some of the recent increases in salaries that have been made.

2219. Kemmerer, Edwin W. Professors' salaries at Princeton and the cost of living. Princeton alumni weekly, 20: 225-27, December 3, 1919.

2220. Lampson, L. V. A letter to the unorganized. American teacher, 8: 206-208, November 1919.

Discusses some of the objections that have been made to teachers joining unions.

2221. McCorkle, Charles E. School is a business. Ohio teacher, 40: 142-43, November 1919.

Shows how the teachers of Kenmore, Ohio, are being provided with proper rooming accommodations and proper food at a reasonable price. In conclusion the writer says that it is a good business proposition and the best paying investment that any community can make.

Also in Journal of education, 90: 506-68, December 4, 1919.

2222. Pritchett, Henry S. Mr. Carnegie's service to the teacher. Atlantic monthly, 124: 819-20, December 1919.

Relates principally to pensions awarded through the Carnegie foundation and independently.

2223. Stair, Bird. The unionizing of teachers. School and society, 10: 699-703, December 13, 1919.

In favor of a teachers' organization in affiliation with the American federation of labor.

2224. Wilkinson, Marguerite. Are teachers underpaid? Independent, 100: 172-73, 221, December 13, 1919.

First of a series of articles on "What is the matter with the teacher's job?" Presents statistics and a study of individual cases.

HIGHER EDUCATION.

2225. Baldensperger, Fernand. La maison française de Columbia university. Revue internationale de l'enseignement, 39: 363-70, September-October 1919.

2226. Burton, Marion Le Roy. The functions of a university. Minnesota alumni weekly, 19: 4-7, December 8, 1919.

From the Annual report of the president of the University of Minnesota.

2227. Finley, John H. The price and place of wisdom. American education, 23: 156-60, December 1919.

Address delivered at the centennial of Colgate university, October 11, 1919.

2228. Hildebrand, Joel H. University Ideals. University of California chronicle, 21: 297-308, October 1919.

Says in conclusion that it is our business to make the university a place where atmosphere, training, and ideals conspire to make leaders of the men born with capacity for it.

2229. Lowell, A. Lawrence. The university—the bulwark of civilization. Harper's magazine, 139: 867-68, November 1919.

Says that universities have two main functions—to open the eyes of the people so that they can see new things, and to discover new things for them to see.

2230. Macfarlane, C. W. The place of languages, mathematics and science in the curriculum of a modern college. Alumni register (University of Pennsylvania) 22: 168-85, December 1919.

The value of languages, mathematics and science in training the reason and the imagination.

2231. Macias, Jose Natividad. Message of congratulation from the National university of Mexico to the University of California upon the occasion of the fiftieth anniversary of the latter. University of California chronicle, 21: 366-68, October 1919.

Originally printed in the Boletín de la Universidad nacional de México, November 1918.

The mission of the university.

2232. Montessus de Ballore, R. de, ed. Universitatum et eminentium scholarium index generalis. Annuaire général des universités. The yearbook of the universities. Publié . . . avec l'encouragement du Ministère de l'instruction publique. Paris, Gauthier-Villars et cie., 1919. 768 p. 16°.

A new yearbook designed to take the place of Minerva, which was formerly published by a German firm at Strasburg. The list includes the higher educational institutions with their faculties in all countries of the world excepting Germany and her allies in the late war.

2233. Pitman, J. Asbury. The organization and administration of a state system of higher education, with special reference to normal schools. Educational administration and supervision, 5: 423-30, November 1919.

2234. Priestley, Herbert Ingram. The old University of Mexico. University of California chronicle, 21: 369-85, October 1919.

Historical sketch of the University of Mexico.

2235. Usher, Roland G. The fundamentals of an education. North American review, 210: 778-86, December 1919.

Criticizes modern collegiate instruction. "Let us return," says the writer, "to life itself as the backbone of education, and study man as a living organism rather than as a devitalized laboratory specimen or a constitutional peculiarity." Emphasizes a more extended knowledge of political, economic, and social history in the curriculum.

SCIENTIFIC RESEARCH.

2236. Carmichael, R. D. Individuality in research. Scientific monthly, 9: 514-25, December 1919.

Says that in order to have the greatest development with the most important consequences, we must have abiding with us in research the spontaneity of the nation, the institution, and the individual; and the greatest of these is the spontaneity of the individual.

SCHOOL ADMINISTRATION.

2237. **Bonner, H. R.** Compulsory attendance laws. *American school board journal*, 59: 37-39, 103, December 1919; 60: 39-40, January 1920.

To be continued.

This discussion is based solely upon the laws effective in 1917-18. Illustrated by graphs and maps.

2238. **Dewey, Henry B.** The cost of textbooks. *American school board journal*, 59: 26, 101, December 1919.

This article, the first of a series of three, speaks of the slight increase in the cost of textbooks and gives an explanation of the reasons why the increase has been comparatively slight.

The second article in the series appears in the January 1920 issue of the same magazine, pages 81 and 82, under the title "Textbook legislation—its inconsistencies and injustice—the remedy."

2239. **Haisley, Otto W.** Grade supervision in small cities. *American school board journal*, 59: 46, 87, December 1919.

A plea for a wider use of grade supervisors, to whom may be delegated a portion of the work of instructional supervision.

2240. [**Hickle, Carey.**] Federal aid and education in Porto Rico. *Porto Rico school review*, 4: 3-7, November 1919.

Editorial, signed H.

The need of federal aid for education in Porto Rico and the question of requiring that instruction in English be given.

2241. **Johnson, S. W.** Relations existing between superintendents and school boards in Iowa. *American school board journal*, 59: 43-45, 87, December 1919; 60: 35-37, January 1920.

To be continued.

Gives the results of questionnaires sent to 360 towns in Iowa. A digest of the practices of superintendents and school boards.

2242. **Trusler, Harry R.** The status and regulation of private schools. *American school board journal*, 59: 41-42, December 1919; 60: 32-34, 103, January 1920.

"This article is a section of a forthcoming book on School law. It reveals unexpected differences between private and public schools and shows a number of limitations of both."

2243. **Winship, A. E.** From twelve to eighteen in school and out. *Journal of education*, 90: 456-60, November 6, 1919.

Tells how Utah has attempted to eliminate idleness from twelve to eighteen through the public school system, and how it keeps records of all children up to eighteen years of age.

SCHOOL MANAGEMENT.

2244. **Hughes, W. H.** Providing for individual differences with respect to instruction, scope of work, and credit. *Educational administration and supervision*, 5: 343-56, October 1919.

Bibliography on "weighted credit": p. 354-56.

Principal features of a plan in use in the Riverview union high school, Antioch, Calif., for giving credit in proportion to the quality and scope of work accomplished.

2245. **Power, Leonard.** The principal and teachers' methods of ranking pupils. *Elementary school journal*, 20: 285-91, December 1919.

An effort to solve the problem of a scientific record of the accomplishments of children.

2246. **Beilly, Frederick J.** A new report card. Educational administration and supervision, 5: 403-409, November 1919.

Gives sample of a report card that has been used in Public school 33, New York city, for more than three years, and has won the unqualified approval of the parents.

2247. **Updegraff, Harlan.** Teachers and school administration. Pennsylvania gazette, 18: 290-93, December 12, 1919.

Extracts from an address on "The participation of teachers in the administration of schools."

Says "Both on the grounds of efficient management of schools and of the interests of democracy, participation of teachers in the management of schools is much to be desired."

2248. **Wagner, Charles A.** Supervision of instruction and the grade teachers' meeting. American school board journal, 59: 34, 101, December 1919.

2249. **Weet, Herbert S.** The duties of the school principal. Elementary school journal, 20: 253-62, December 1919.

Discusses the necessity of initiative and leadership on the part of the elementary school principal.

SCHOOL HYGIENE AND SANITATION.

2250. **Everson, George.** Making 100 per cent boys and girls. American school board journal, 59: 31-33, 89, December 1919. illus.

Tells of the open air school in Portland, Oregon.

2251. **O'Malley, Frank Ward.** Cho Cho's sugar-coated lessons. Red cross magazine, 14: 26-30, 68-69, November 1919. illus.

Health lessons for children taught by the clown, Cho Cho.

2252. Ten essentials for the health of rural children. A program of health advancement for rural schools. American city (town and county ed.) 21: 327-30, October 1919.

An article based on reports issued by the Joint committee on health problems in education of the National council of the N. E. A., and of the Council on health and public instruction of the American medical association. Illustrated.

2253. **Waite, J. H.** Effects of hookworm disease on mental development of North Queensland school children. Journal of the American medical association, 73: 1877-79, December 20, 1919.

Experiments conducted by the International health board of the Rockefeller foundation and the government of Queensland.

PHYSICAL TRAINING.

2254. American physical education association. Papers read at the convention . . . Chicago, Ill., April 10-12, 1919. American physical education review, 24: 427-48, November 1919.

Contains: 1. C. H. Judd: Physical education and other school subjects, p. 427-35. 2. W. S. Small: Physical education in the preparation of teachers, p. 435-37. 3. Tallaferrero Clark: The need and opportunity for physical education in rural communities, p. 437-43.

2255. **Beilly, Frederick J.** School teachers, wake up! Popular educator, 37: 208-13, December 1919. illus.

A plan for better physical training in schools and some suggestions as to methods.

SOCIAL ASPECTS OF EDUCATION.

2256. **Clow, Frederick R.** Cooley's doctrine of primary groups. *American journal of sociology*, 25: 326-47, November 1919.

Importance of groups in social organization. Discusses congenial groups among school children. The authority named in the title is Prof. Charles H. Cooley, of the University of Michigan.

2257. **Cummins, Robert A.** A completely socialized school. *School and society*, 10: 685-92, December 13, 1919.

Also in *Southern school work*, 8: 144-48, December 1919.

Address delivered before the Iowa state teachers' association, Des Moines, Ia., February 1919, and also before the Parish teachers' institute, Natchitoches, La., at the opening of the present school year.

In conclusion, the writer says that "A completely socialized school is one in which the school board, the teacher, the curriculum, and the superintendent have all been laid upon the altar of child-welfare and dedicated to their needs, with a view to educating them to be socially efficient."

2258. **Vaughn, S. J.** First aid to the inexperienced—V. Social values, co-operative work, and group problems. *Industrial-arts magazine*, 9: 1-5, January 1920.

Social value in manual and industrial arts.

CHILD WELFARE.

2259. **Bridie, Marion.** Development of the rights of the child: 1819-1919. *Child* (London) 10: 55-67, November 1919.

Legislation in England regarding child welfare and rights. In appendix gives notes on Education act, 1918.

2260. **Churchill, Harriott P.** Report of the study of the children of Roxbury by the Boston child welfare committee of the Women's public service committee. *Boston medical and surgical journal*, 181: 707-13, December 18, 1919.

Gives interesting statistical data of age, height and weight of children; physical defects, etc. A study of pre-school children of Roxbury shows the need of health supervision.

2261. **Patri, Angelo.** Never call a boy "bad." *Red cross magazine*, 14: 37-41, 76-77, November 1919.

Says the really bad boy is rare. Gives types of boys who are considered bad. Thinks there are no bad boys except those mentally unfit.

MORAL EDUCATION.

2262. **Furst, Clyde.** The study of character. *Educational review*, 58: 361-82, December 1919.

Says that the primary object of education has always been the development of character. Emphasizes the influence of the great imaginative literature on character.

RELIGIOUS EDUCATION.

2263. **Commission on the definition of a unit of Bible study for secondary schools.** A partial report of the Commission on the definition of a unit of Bible study for secondary schools. *Religious education*, 14: 389-97, December 1919.

Members of the Commission: Robert L. Kelly, Chairman, Council of church boards of education; Charles Foster Kent, Yale university; Laura H. Wild,

2263. **Commission on the definition of a unit of Bible study for secondary schools—Continued.**

Mount Holyoke college; Lavinia Tallman, Teachers college; H. G. Buehler, Hotchkiss school; Ira M. Price, University of Chicago; Herbert L. Willett, University of Chicago; Vernon P. Squires, University of North Dakota; John E. Foster, Iowa state board of education.

2264. **Holmes, Edmond G. A.** Religion as the basis of social reconstruction. Nineteenth century and after, 86: 920-29, November 1919.

Recommends the basing of education on the cult of the immanent God, and on the inexhaustible trust in human nature which is at the heart of that cult. Says that the orthodox type of education has been a failure.

2265. **Richardson, Norman E.** The Boy scouts of America. An ally of the church school. Church school, 1: 6-8, 43, November 1919.

MANUAL AND VOCATIONAL TRAINING.

2266. **Eastern arts association.** Proceedings, tenth annual meeting, New York city, April 17-19, 1919. 250 p. 8°. (A. W. Garritt, secretary, Board of education, New York, N. Y.)

Contains: 1. R. D. Allen: Vocational guidance in the public schools as a means of discovering and developing talent, p. 9-18. 2. M. Rose Collins: Art appreciation through story telling, p. 19-23. 3. A. H. Edgerton: Experimental work in junior high school industrial arts, p. 32-40. 4. Helen R. Hildreth: Vocational home-making course at the Worcester girls' trade school, p. 44-47. 5. W. W. Nutting: The Bronx school farm, p. 48-52. 6. Fanny G. Parsons: Cooperation [in children's gardens] p. 55-59. 7. Ada M. Fits: Mental defectives in industry, p. 60-65. 8. E. E. Brown: Democracy and beauty, p. 66-70. 9. F. A. Parsons: Art, industry, and education, p. 71-77. 10. Conference of specialists in industrial education formerly connected with the S. A. T. C. [William T. Bawden, chairman], p. 84-106. 11. Deborah Cherey: Suggested changes in methods of teaching art to foreign children, p. 107-10. 12. E. E. MacNary: Shipyard training for war emergencies, p. 123-28. 13. C. B. Dooley: Lessons from intensive training for war emergencies, p. 129-38. 14. Zeralda Rains: Art, dress, and their place in education, p. 139-42. 15. David Snedden: "The arts" and the war, p. 147-61. 16. F. B. Robinson: Adaptation of short vocational courses and their methods to the general plan of progressive education, p. 162-79. 17. J. P. Haney: Our needs and opportunities in the industrial arts, p. 201-12.

Item 16 also in American magazine of art, 11: 53-61, December 1919.

2267. **Bennett, H. Omer.** Industrial club work and the schools. Oregon teachers' monthly, 24: 695-706, December 1919.

2268. **Elmira, N. Y.** Board of education. Report of a vocational survey made under the direction and supervision of the vocational committee and the superintendent of schools for the Board of education, city of Elmira, N. Y., 1919. Elmira school bulletin, 9: 4-18, November 1919.

2269. **U. S. Federal board for vocational education.** Third annual report . . . 1919. Volumes I-II. Washington, Government printing office, 1919. 2 v. 8°.

Vol. I. Vocational education.—Vol. II. Vocational rehabilitation.

VOCATIONAL GUIDANCE.

2270. **Stone, H. E.** The vocational counselor and his work. Education, 40: 214-16, December 1919.

Says that while schools close as a rule during the summer, the vocational counselor may well be retained during the entire year. The vocation bureau should never close.

AGRICULTURAL EDUCATION; HOME ECONOMICS.

2271. **American association for the advancement of agricultural teaching.** Relation of general science to agricultural instruction. Report of Committee . . . January 1, 1919. General science quarterly, 4: 263-67, November 1919.

K. L. Hatch, chairman.

2272. **Eaton, Theodore H.** The significance of type activities in agricultural education. School and society, 10: 632-36, November 29, 1919.
2273. **Gladish, Nancy G.** Household arts and the high school girl. Journal of home economics, 11: 488-92, November 1919.

What our girls have a right to receive from a two year high school course in household arts, and how their interest in the subject may be stimulated.

2274. **Harper, Mary A.** Nutrition classes for children. Journal of home economics, 11: 471-80, November 1919.

Presented at the twelfth annual meeting of the American home economics association, Blue Ridge, N. C., June 1919.

The work of the New York association for improving the condition of the poor in trying to give the child a chance to start life with a healthy body and to provide him with a workable knowledge of how to keep himself well and healthy.

2275. **Mendenhall, Thomas C.** A new era in farm education. World's work, 39: 273-74, January 1920.

Growth of the collegiate study of agriculture; the activities of State universities.

2276. **Roberts, Herbert F.** Agricultural botany in secondary education. Science, 50: 449-59, December 19, 1919.

Shows how the study of botany can be made of economic value without destroying its integrity as a part of the teaching of science.

COMMERCIAL EDUCATION.

2277. **Birch, C. E.** A long look ahead. Indian leader, 33: 5-8, November 28, 1919.

An address to the teachers of the commerce round table, Kansas state teachers' association, Topeka, Kans., November 7, 1919.

The future of commercial teaching in the private business school, the public high school, and the college.

2278. **Englander, Benjamin A.** An educational system for a modern department store. National association of corporation schools bulletin, 6: 499-507, November 1919.

A discussion of the philosophy and the arrangement of courses for developing and training the different subdivisions of employees in the modern store, commonly known as a "department store"—classification of the sales force and schedule of courses designed to meet training requirements.

PROFESSIONAL EDUCATION.

2279. **Goodnow, Frank J.** The purpose of engineering schools. Bulletin of the Society for the promotion of engineering education, 10: 81-90, November 1919.

2280. **Kenneth-Smith, Harriet.** Short talks to nurses on psychology. Trained nurse and hospital review, 63: 305-7, November 1919.

2281. Symmers, Douglas. Defects in the teaching of pathology, and the lay professor. *Journal of the American medical association*, 73:1651-55, November 29, 1919.

Bases his conclusions as follows: (1) The selection of nonmedical men to teach medical subjects; (2) the difficulty of obtaining necropsies in numbers sufficient for the teaching of pathologic anatomy on a scale commensurate with its importance.

2282. Thayer, W. S. Nursing and the art of medicine. *American journal of nursing*, 20:187-92, December 1919.

Read at a meeting in memory of Jane A. Delano, in Philadelphia, May 7, 1919.

CIVIC EDUCATION.

2283. Luetscher, George D. Suggestive methods of instruction in citizenship. *American city*, 21:322-25, October 1919.

Study based on methods which the writer adapted to community civics classes composed of first-year students in the Jamaica high school, New York city.

2284. Thwing, Charles F. Academic equivalents in peace-time for war. *Educational review*, 58:383-87, December 1919.

An endeavor to find out an equivalent in peace-time for the results which obedience, devotion, cooperation, and patriotism brought to the student in war-time; in other words, democracy in education.

AMERICANIZATION OF IMMIGRANTS.

2285. Los Angeles. Board of education. Elementary adult education. First annual report Department of immigrant education and elementary evening schools, 1916-1919. [Los Angeles, Cal., 1919] 88 p. illus. 8°. (Los Angeles city school district. School publication no. 27, November 1919)

The story of the work of the Department of immigrant education and elementary evening schools since its beginning three years ago.

MILITARY TRAINING.

2286. James, George F. Military training and manhood building. *School and society*, 10:654-58, December 6, 1919.

Gives arguments in favor of universal military training aside from the need for national defense.

EDUCATION OF SOLDIERS.

2287. Holmes, Fred L. Education as war's reward. *American review of reviews*, 60:622-28, December 1919.

Describes the working of the educational bonus law for instruction of service men in Wisconsin. Says that soldiers have sought education. Mentions also what several other states have done for their returned soldiers.

2288. Lessons to American teachers of experiences abroad. *Education bulletin*, 6:55-62, December 1919.

Contains: 1. E. C. Broome: A brief account of the educational work overseas, p. 55-57. 2. W. E. Stark: The lessons to American teachers of educational work in the American army in France, p. 57-60. 3. Lindsey Best: Educational work in the A. E. F., p. 61-62.

REEDUCATION OF WAR INVALIDS.

2289. **Moore, Clyde B.** Some aspects of educational reconstruction. *Journal of education*, 90: 507-509, November 30, 1919.

Discusses some phases of the work of training disabled soldiers.

EDUCATION OF WOMEN.

2290. **Southern association of college women.** Proceedings of the fifteenth biennial meeting, Columbus, Miss., April 17-19, 1919. 78 p. 8°. (Mrs. Charles Spencer, secretary, Edgewood, Birmingham, Ala.)

Contains: 1. Mary L. Cady: Supplementary education, p. 11-14. 2. A. B. Dinwiddie: Outline of address on modern educational movements and the college, p. 14-18.

2291. **Fawcett, Millicent G.** Cambridge and women's university education. *Contemporary review*, 116: 518-22, November 1919.

University of Cambridge, England, and the education of women.

2292. **Gray, Greta.** Vocational training for girls. *Journal of home economics*, 11: 493-97, November 1919.

Advocates offering every opportunity for training in housekeeping and homemaking to those who are engaged in those occupations, or who are soon to engage in them, but favors in our elementary and high schools offering girls the kind of vocational work which will fit them to earn a living in some trade or business.

2293. **Thamin, Raymond.** L'éducation des filles après la guerre. II. Baccalauréat et féminisme. *Revue des deux mondes*, 54: 130-60, November 1919.

Second article in series, continued from the *Revue* for October 1, 1919.

EDUCATION OF DEAF.

2294. **Gebhart, Helen M.** The Müller-Walle method. *Volta review*, 21: 771-74, December 1919.

An address before the second annual convention of the Progressive oral advocates, June 1919, on the Müller-Walle method of lip-reading.

2295. **Nitchie, Elizabeth Helm.** The synthetic method and why I believe in it. *Volta review*, 21: 761-71, December 1919.

The synthetic method of teaching lip-reading to the deaf.

Address before the second annual convention of the Progressive oral advocates, June 1919.

EXCEPTIONAL CHILDREN.

2296. **Nash, Alice M. and Porteus, S. D.** The educational treatment of defectives. *Training school bulletin*, 16: 113-31, November 1919.

Sets forth the subjects of the curriculum together with a frank discussion of the value and limitations of each as regards the training of defectives.

EDUCATION EXTENSION.

2297. **Fitzpatrick, Edward A.** A new type of instruction needed in Wisconsin. *Wisconsin journal of education*, 51: 271-73, December 1919.

The need of a school where an adult may receive instruction suited to his capabilities in any subject for any period of time, without reference to his previous educational training.

2298. Furniss, H. Sanderson. The universities and the labour movement. English review, 29: 482-89, November 1919.

Says there is some time to wait before the English universities, old and new, can be adapted to meet the educational needs of the great mass of the population. But in the meantime the outside extension of university education must proceed.

2299. Great Britain. Ministry of reconstruction. Adult education committee. Final report. Presented to Parliament by command of His Majesty. London, H. M. Stationery office, 1919. 409 p. 8°.

A very complete historical and descriptive survey of adult education in Great Britain, with conclusions and recommendations for the future. The principles underlying the movement are also presented.

LIBRARIES AND READING.

2300. Currey, Margery. By the books he reads the child is molded. Continent, 50: 1445-46, November 27, 1919.

Gives suggestions as to the right books to put in the hands of children.

2301. Pickell, Frank G. The high school library and the high school librarian. Nebraska teacher, 22: 165-68, 170, December 1919.

Opportunities and possibilities of the library, selection of books, making the library function, a course in library instruction, and choosing the librarian.

2302. Teaching, vol. 4, no. 7, September 1919. (The high school library.)

Contains: 1. W. H. Kerr: Putting the library in order, p. 5-9. 2. Agnes King: The senior high school library, p. 10-18. 3. J. B. Heffelfinger: Junior high school library, p. 18-28. 4. Harry McGuire: Teaching the use of a library: how we do it in Iowa, p. 28-30. 5. Mildred Berrier: Library instruction for high school classes, p. 30-31. 6. Grace M. Leaf: Magazines for the teacher, p. 31-36. 7. Grace M. Leaf: Reference books for first purchase by high-school libraries, p. 36-37. 8. W. H. Kerr: High school library aids, p. 37. 9. L. O. Smith: Score card for high school libraries, p. 38.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

2303. An abstract of the report on the public school system of Memphis, Tenn. Washington, 1919. 43 p. (Bulletin, 1919, no. 72.)

2304. The application of commercial advertising methods to university extension; by Mary B. Orvis. Washington, 1919. 38 p. (Bulletin, 1919, no. 51.)

2305. Fire protection for schools; by H. W. Forster. November, 1919. Prepared and printed for the Department of the interior, Bureau of education, by the National fire protection association, 87 Milk street, Boston, Mass. 48 p. illus.

2306. Library activities, 1916-1918; by John D. Wolcott. Washington, 1919. 25 p. (Bulletin, 1919, no. 64.)

Advance sheets from the Biennial survey of education, 1916-1918.

2307. List of references on teachers' salaries. Washington, 1919. 16 p. (Library leaflet, no. 8, December 1919.)

2308. List of references on the project method in education. Washington, 1919. 8 p. (Library leaflet, no. 9, November 1919.)

2309. Modern education in China; by Charles K. Edmunds. Washington, 1919. 72 p. plates. (Bulletin, 1919, no. 44.)

2310. The Ohio plan for the training of teachers and the improvement of teachers in service; by W. F. Stewart. Washington, 1919. 7 p. (Higher education circular no. 18, December 1919.)

2311. The public school system of Memphis, Tenn. Report of a survey made under the direction of the Commissioner of education. Part I. Washington, 1920. 160 p. (Bulletin, 1919, no. 50.)
2312. Report of the Commissioner of education for the year ended June 30, 1919. Washington, 1919. 226 p.

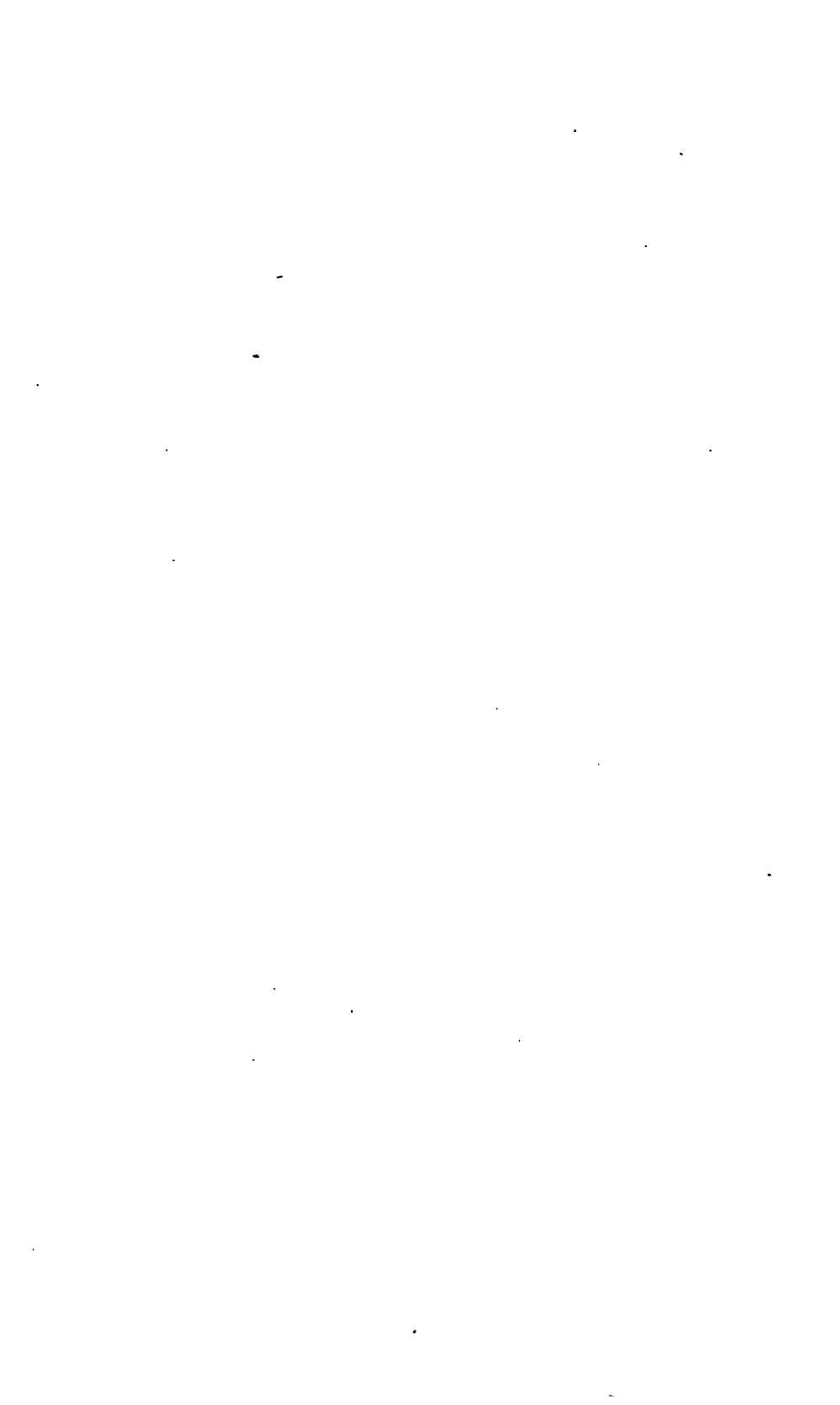
**PERIODICALS REPRESENTED IN THIS RECORD, OCTOBER, 1919,
TO JANUARY, 1920.**

- Advocate of peace, 612-614 Colorado Building, Washington, D. C.
- Allgemeine deutsche lehrerzeitung, Berlin, Germany.
- Alumni bulletin of the University of Virginia, Charlottesville, Va.
- Alumni register (University of Pennsylvania), Burlington, N. J.
- America, 59 East Eighty-third Street, New York, N. Y.
- American child, 105 East Twenty-second Street, New York, N. Y.
- American city, 93 Nassau Street, New York, N. Y.
- American education, 50 State Street, Albany, N. Y.
- American journal of care for cripples, 3505 Broadway, New York, N. Y.
- American journal of nursing, 2419-2421 Greenmount Avenue, Baltimore, Md.
- American journal of psychology, Clark University, Worcester, Mass.
- American journal of public health, 289 Fourth Avenue, New York, N. Y.
- American journal of school hygiene, Worcester, Mass.
- American journal of sociology, University of Chicago Press, Chicago, Ill.
- American machinist, Tenth Avenue and Thirty-sixth Street, New York, N. Y.
- American magazine, Crowell Publishing Company, Springfield, Ohio.
- American magazine of art, 1741 New York Avenue, Washington, D. C.
- American physical education review, 93 Westford Avenue, Springfield, Mass.
- American review of reviews, 30 Irving Place, New York, N. Y.
- American school, P. O. Box 134, Milwaukee, Wis.
- American school board journal, 354 Milwaukee Street, Milwaukee, Wis.
- American schoolmaster, State Normal School, Ypsilanti, Mich.
- American teacher, 225 Fifth Avenue, New York, N. Y.
- Arkansas teacher, Kahn Building, Little Rock, Ark.
- Asia, 627 Lexington Avenue, New York, N. Y.
- Atlantic monthly, 41 Mount Vernon Street, Boston, Mass.
- Biblical world, University of Chicago Press, Chicago, Ill.
- Bookman, 244 Madison Avenue, New York, N. Y.
- Boston medical and surgical journal, 126 Massachusetts Avenue, Boston, Mass.
- Boston teachers news-letter, Ford Building, Boston, Mass.
- Bulletin of the Board of education of the Methodist Episcopal church, South, Nashville, Tenn.
- Bulletin of the Metropolitan museum of art, New York, N. Y.
- Bulletin of the Pan-American union, Washington, D. C.
- Bulletin of the Society for the promotion of engineering education, Lancaster, Pa.
- Catholic educational review, Washington, D. C.
- Catholic world, 120-122 West Sixtieth Street, New York, N. Y.
- Century magazine, 353 Fourth Avenue, New York, N. Y.
- Chicago schools journal, Chicago Normal College, Chicago, Ill.
- Child, London, England.
- Child-welfare magazine, 227 South Sixth Street, Philadelphia, Pa.
- Christian education, 19 South La Salle Street, Chicago, Ill.
- Church school, 150 Fifth Avenue, New York, N. Y.
- Churchman, 381 Fourth Avenue, New York, N. Y.
- Classical journal, University of Chicago Press, Chicago, Ill.

- Classical weekly, Barnard College, New York, N. Y.
 Columbia university quarterly, Columbia University, New York, N. Y.
 Constructive quarterly, 244 Madison Avenue, New York, N. Y.
 Contemporary review, 249 West Thirteenth Street, New York, N. Y.
 Continent, 509 South Wabash Avenue, Chicago, Ill.
 Current education, Teacher Publishing Company, Philadelphia, Pa.
 Delineator, Spring and MacDougal Streets, New York, N. Y.
 Dental cosmos, Twelfth and Chestnut Streets, Philadelphia, Pa.
 Dial, 152 West Thirteenth Street, New York, N. Y.
 École du travail, Paris, France.
 Edinburgh review, Edinburgh, Scotland.
 Education, 120 Boylston Street, Boston, Mass.
 Éducation, Paris, France.
 Education bulletin, Trenton, N. J.
 Educational administration and supervision, Warwick and York, inc., Baltimore, Md.
 Educational film magazine, 33 West Forty-second Street, New York, N. Y.
 Educational foundations, 31-33 East Twenty-seventh Street, New York, N. Y.
 Elementary school journal, University of Chicago, Chicago, Ill.
 Elmira school bulletin, Elmira, N. Y.
 English journal, University of Chicago Press, Chicago, Ill.
 English review, London, England.
 Fortnightly review, 249 West Thirteenth Street, New York, N. Y.
 General science quarterly, Salem, Mass.
 Harper's magazine, Franklin Square, New York, N. Y.
 Harvard alumni bulletin, Boston, Mass.
 Harvard graduates' magazine, Exchange Building, Boston, Mass.
 High school journal, Chapel Hill, N. C.
 High school quarterly, Athens, Ga.
 Historical outlook, McKinley Publishing Company, Philadelphia, Pa.
 Illinois association of teachers of English bulletin, Urbana, Ill.
 Indian leader, Lawrence, Kans.
 Industrial-arts magazine, 129 Michigan Street, Milwaukee, Wis.
 Industrial management, 6 East Thirty-ninth Street, New York, N. Y.
 Inter-mountain educator, Missoula, Mont.
 International journal of ethics, University of Chicago, Chicago, Ill.
 Iowa alumnus, Iowa City, Iowa.
 Journal of applied psychology, Clark University, Worcester, Mass.
 Journal of delinquency, Whittier State School, Whittier, Cal.
 Journal of education, 6 Beacon Street, Boston, Mass.
 Journal of education and School world, London, England.
 Journal of educational psychology, Warwick and York, inc., Baltimore, Md.
 Journal of geography, Broadway at 156th Street, New York, N. Y.
 Journal of home economics, 1211 Cathedral Street, Baltimore, Md.
 Journal of international relations, Clark University, Worcester, Mass.
 Journal of the American medical association, 535 Dearborn Street, Chicago, Ill.
 Journal of the New York state teachers' association, 5 South Water Street, Rochester, N. Y.
 Kentucky high school quarterly, Lexington, Ky.
 Kindergarten and first grade, Springfield, Mass.
 Kindergarten-primary magazine, Manistee, Mich.
 Lehrproben und lehrgänge aus der praxis der höheren lehranstalten, Halle a. d. S., Germany.
 Library journal, 62 West Forty-fifth Street, New York, N. Y.

- Living age, 41 Mount Vernon Street, Boston, Mass.
 London teacher, London, England.
 Manual training magazine, Manual Arts Press, Peoria, Ill.
 Mathematics teacher, 41 North Queen Street, Lancaster, Pa.
 Mental hygiene, Concord, N. H.
 Mercure de France, Paris, France.
 Midland schools, Des Moines, Iowa.
 Mid-west quarterly, G. P. Putnam's sons, New York, N. Y.
 Mind and body, New Ulm, Minn.
 Minerve française, Paris, France.
 Minnesota alumni weekly, Minneapolis, Minn.
 Moderator-topics, Lansing, Mich.
 Modern languages, A. & C. Black, Ltd., London, England.
 Modern medicine, 58 East Washington Street, Chicago, Ill.
 Monatschrift für höhere schulen, Berlin, Germany.
 Nation, 20 Vesey Street, New York, N. Y.
 National association of corporation schools bulletin, Irving Place and Fifteenth Street, New York, N. Y.
 National education association bulletin, 1400 Massachusetts Avenue, Washington, D. C.
 Nature, London, England.
 Nebraska teacher, Lincoln, Nebr.
 New republic, 421 West Twenty-first Street, New York, N. Y.
 Nineteenth century and after, 249 West Thirteenth Street, New York, N. Y.
 Normal instructor and primary plans, Dansville, N. Y.
 North American review, 171 Madison Avenue, New York, N. Y.
 Northwest journal of education, Seattle, Wash.
 Oberlin alumni magazine, Oberlin, Ohio.
 Ohio educational monthly, 55 East Main Street, Columbus, Ohio.
 Ohio history teachers' journal, Columbus, Ohio.
 Ohio teacher, Columbus, Ohio.
 Oregon teachers' monthly, Salem, Oreg.
 Outlook, 287 Fourth Avenue, New York, N. Y.
 Pedagogical seminary, Clark University, Worcester, Mass.
 Pennsylvania gazette, University of Pennsylvania, Philadelphia, Pa.
 Pennsylvania school journal, Lancaster, Pa.
 Philippine education, Manila, P. I.
 Philosophical review, 443 Fourth Avenue, New York, N. Y.
 Popular educator, 50 Bromfield Street, Boston, Mass.
 Porto Rico school review, San Juan, Porto Rico.
 Primary education, 50 Bromfield Street, Boston, Mass.
 Princeton alumni weekly, Princeton, N. J.
 Psychological review, Princeton, N. J.
 Public, Fifth Avenue and Thirteenth Street, New York, N. Y.
 Public libraries, Library Bureau, Chicago, Ill.
 Quarterly journal of speech education, Menasha, Wis.
 Red cross magazine, 124 East Twenty-eighth Street, New York, N. Y.
 Religious education, 1440 East Fifty-seventh Street, Chicago, Ill.
 Review, 140 Nassau Street, New York, N. Y.
 Revue de Paris, Paris, France.
 Revue des deux mondes, Paris, France.
 Revue internationale de l'enseignement, Paris, France.
 Revue pédagogique, Paris, France.
 Revue universitaire, Paris, France.

- Rivista pedagogica**, Rome, Italy.
Round table, London, England.
Rural school messenger, Kirksville, Mo.
Saturday evening post, Curtis Publishing Co., Philadelphia, Pa.
School, 154 Fifth Avenue, New York, N. Y.
School and home education, Bloomington, Ill.
School and society, The Science Press, Garrison, N. Y.
School education, Minneapolis, Minn.
School index, Cincinnati, Ohio.
School music, Keokuk, Iowa.
School review, University of Chicago, Chicago, Ill.
School science and mathematics, Mount Morris, Ill.
Science, The Science Press, Garrison, N. Y.
Scientific monthly, The Science Press, Garrison, N. Y.
Sierra educational news, San Francisco, Calif.
South Atlantic quarterly, Trinity College, Durham, N. C.
South Carolina education, Columbia, S. C.
Southern workman, Hampton, Va.
State service, Albany, N. Y.
Teachers college record, Teachers College, Columbia University, New York, N. Y.
Teacher's journal, Marion, Ind.
Teaching, Kansas State Normal School, Emporia, Kans.
Texas school journal, Dallas, Tex.
Times, Educational supplement, London, England.
Trained nurse and hospital review, 38-40 West Thirty-second Street, New York, N. Y.
Training school bulletin, Vineland, N. J.
Training school quarterly, Greenville, N. C.
Trans-Pacific, Tokyo, Japan.
University of California chronicle, Berkeley, Calif.
University record, University of Chicago Press, Chicago, Ill.
Utah educational review, Salt Lake City, Utah.
Vocationist, Oswego, N. Y.
Volta review, Volta Bureau, Washington, D. C.
Western teacher, Gillan and Company, Milwaukee, Wis.
Wisconsin journal of education, Madison, Wis.
World's work, Doubleday, Page & Co., Garden City, N. Y.
Yale alumni weekly, Yale Station, New Haven, Conn.
Yale review, Yale Station, New Haven, Conn.





DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1920, No. 28

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

INDEX

FEBRUARY, 1919—JANUARY, 1920



WASHINGTON
GOVERNMENT PRINTING OFFICE
1920

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INTRODUCTORY NOTE.

The present bulletin constitutes a complete author and-subject index to the 2,312 entries contained in the 10 numbers of the Monthly Record of Current Educational Publications issued from February, 1919, to January, 1920, inclusive. The record was published each month during this period, with the exception of July and August. The references in the index are to the item numbers, which run consecutively through the 10 issues of the record for the year.

This bulletin is designed to serve institutions and persons desiring to preserve a permanent bibliography of educational literature for 1919, which may be formed by binding the 10 numbers of the Monthly Record for the year with the index here presented.



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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1920, No. 5

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

FEBRUARY, 1920



WASHINGTON
GOVERNMENT PRINTING OFFICE
1920

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

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CONTENTS.—Educational biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—Scientific research—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Moral education—Religious education—Manual and vocational training—Agricultural education—Home economics—Professional education—Civic education—Military training—Education of soldiers—Education of women—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications—New periodicals.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

EDUCATIONAL BIOGRAPHY.

1. Gilbert, Allan H. Martin Bucer on education. *Journal of English and German philology*, 18: 321-45, July 1919.
2. Powell, Lyman P. Charles Cestre, a student of American conditions. *American review of reviews*, 61: 54, January 1920.

Followed by an article by Professor Cestre entitled *Our labor situation—a Frenchman's view*, p. 55-59.

M. Cestre has been professor of English literature at the University of Bordeaux, and has recently lectured at the Sorbonne and throughout France on American literature and civilization. He has traveled widely through the United States as a student of American conditions, and is preparing a book on the subject.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

3. Kinnaman, J. O. Whither are we drifting? School and home, 11:13-15, December 1919.

Criticises the public schools. Says bolshevism is rampant in education, no foundation is being laid for real education, teachers are poor and unqualified, the children are not taught to think, they are spoiled by their parents, and they lack mental and physical discipline.

4. Knight, Edgar W. Public education in the South. Some inherited ills and some needed reforms. School and society, 11:31-33, January 10, 1920.

Part of an address before the North Carolina teachers' assembly, Raleigh, N. C., November 26, 1919.

5. O'Shea, Michael Vincent. The spirit of American education. Normal instructor and primary plans, 29:20, 74, February 1920.

Aims to "show that recent events have given us good reason to believe that in its main features our educational system is sound and superior to that of any foreign country, and our problem is not so much to reform our courses and methods as to perfect the work which has already been done."

6. Parkinson, William D. Is public education an essential industry? Journal of education, 90:623-26, December 18, 1919.

Gives instances in which both the public and the teacher himself discredit public education and says that it is small wonder that serious-minded members of the teaching fraternity begin to doubt whether public education really is an essential industry.

FOREIGN COUNTRIES.

7. Bergson, Henri. French ideals in education and the American student. Living age, 303:775-77, December 27, 1919.

An address to American students, translated from *La Vie universitaire*.

8. Lenz, Frank B. A glimpse at China's middle schools. Educational review, 59:58-64, January 1920.

Concludes that moral education is particularly to be desired in the schools of China today.

9. Muller, James A. The student movement in China. Nation, 109:833-35, December 27, 1919.

Describes the student protest against the foreign policy of the Chinese government and the awards of the Paris conference.

EDUCATIONAL THEORY AND PRACTICE.

10. Bode, B. H. Educational aims and scientific method. School and society, 11:38-44, January 10, 1920.

11. Thaler, William H. On education and the new democracy. Educational review, 59:12-18, January 1920.

Says that "the greater vision leads to the idea of the school making all children a part of the state and permitting natural factors to ordain who shall become the leaders of the state and not through the power of class privilege."

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

12. Burt, Cyril. The development of reasoning in school children. Journal of experimental pedagogy (London) 5:121-27, December 5, 1919.

Says that all the elementary mental mechanisms essential to formal reasoning are present before the child leaves the infants' department, i. e., by the mental age of 7, if not somewhat before.

13. **Dunn, Courtenay.** The natural history of the child; a book for all sorts and conditions of men, women, and children. London and Edinburgh, Sampson Low, Marston & co., ltd., 1919. 319 p. front. 8°.
14. **Merino y Salazar, Teresa.** La doctrina del interés en la psicología pedagógica, investigación original sobre la evolución de los intereses del niño cubano. Revista de la facultad de letras y ciencias (Universidad de la Habana, Cuba), 29:12-71, July-October 1919.
Thesis for the doctorate in pedagogy, University of Havana, 1917.
15. **Weigle, Luther A.** The home atmosphere. Church school, 1:24-26, 45, January 1920.
This is the third article in a series of studies for parents, teachers and pastors, based on an outline prepared by the International lesson committee and entitled Hints on child training.
Deals particularly with the impressionability of children.

EDUCATIONAL TESTS AND MEASUREMENTS.

16. **Ashbaugh, Ernest J.** Iowa spelling scale. Iowa City, Iowa, Pub. by the University, 1919. 3 v. 8°. (University of Iowa extension bulletin, nos. 53, 54, 55)
No. 53.—For grades II, III, and IV, 20p. No. 54.—For grades IV, V, and VI, 20p. No. 55.—For grades VI, VII, and VIII, 18p.
17. **Bart, Cyril.** Psychological tests for general intelligence. Journal of education (London) 52:27-29, January 1920.
Says that mental tests are of little importance without expert interpretation. Teachers are, or ought to be, such experts. Discusses the value of such tests.
18. **Cowdery, Karl M.** A statistical study of intelligence as a factor in vocational progress. Journal of delinquency, 4:221-40, November 1919.
Relation of measurable general intelligence to the ability to progress under vocational instruction in various trades and occupations. The subjects are delinquent boys mostly between the ages of 14 and 18, who have been committed to the Whittier state school, Calif.
19. **De Voss, James C.** Army methods of classification for schools. Teaching, 4:10-16, October 1919.
Personal observations on the possible uses of army methods of classification in school practice.
20. **Frasier, George W.** Educational measurements. American school board journal, 60:23-24, January 1920.
Discusses the values of educational tests and measurements from the standpoint of school officers.
21. **Humpstone, H. J.** The meaning of a Binet score. Psychological clinic, 13:18-26, December 15, 1919.
Criticises the uses to which the Binet tests have been put in the American adaptation.
22. **Merrill, Maud A.** A scale for the individual measurement of reading ability. Journal of educational psychology, 10:389-400, October 1919.
Says that reading speed and comprehension are conditioned to an important extent by the legibility of the face of printing type used. Bibliography: p. 400.
23. **Patri, Angelo.** Educational measurements. School and home (Ethical culture school, New York City), p. 13-17, Fall 1919.
Address delivered at the opening meeting of the parents and teachers association of the Ethical culture school, New York City.
The failure of educational tests to measure the progress of children.

24. Smith, Leon O. Measuring the efficiency of schools. Nebraska teacher, 22: 218-21, January 1920.

Physical, administrative, instructional and cooperative efficiency of schools and the superintendent's relation to it.

25. Thorndike, Edward L. Intelligence and its uses. Harper's magazine, 140: 227-35, January 1920.

26. Wood, O. A. A failure class in algebra. School review, 28: 41-49, January 1920.

Describes conditions in the Central high school of Kansas City, Mo., and psychological tests for general intelligence and specific trouble in algebra.

SPECIAL METHODS OF INSTRUCTION.

27. Eastman, Dolph. Comenius and Pestalozzi, fathers of visual education. Educational film magazine, 2: 8-9, 29, December 1919. illus.

How Pestalozzi furthered the ocular doctrines of Comenius and brought the motion picture nearer to the schoolroom.

28. McMurry, Charles A. Teaching by projects; a basis for purposeful study. New York, The Macmillan company, 1920. 257p. 12°.

This book is based on a belief that educationally considered a child is at his best when planning and executing his own projects, or at least those which engage his full powers. In teaching, there should be discrimination between bare facts and constructive projects, around which facts are gathered and centered.

29. Rich, Frank M. A few live projects in high-school mathematics. School science and mathematics, 20: 84-45, January 1920.

Describes the application of algebra in the making of home made musical instruments, and of geometry in the adjustment and use of a theodolite.

30. Sharpe, B. W. The project as a teaching method. School science and mathematics, 20: 20-26, January 1920.

Project method in science teaching discussed. Takes up the subject of "transportation" to illustrate his theme.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

81. Chicago principals' club. Committee on standards and measurements. . . . The teaching of reading . . . Chicago, Allied printing, 1919. 94 p. 8°. (Chicago. Board of education. Education division. Bulletin no. 16.)

SPELLING.

82. Murray, Elsie. The spelling ability of college students. Journal of educational psychology, 10: 357-76, October 1919.

Says that there is no evidence of deterioration in the spelling of college students from year to year. Recommends the correction of sensory defects in early childhood in order to improve faulty spelling.

LITERATURE.

83. Baldensperger, Fernand. Où nous en sommes: examen de conscience d'un "comparatiste." Revue universitaire, 28: 260-73, November 1919.

A discussion of the comparative method in the study of the literatures of different nations.

ENGLISH AND COMPOSITION.

84. Bleyer, Willard Grosvenor. Journalistic writing in high school and college. English journal, 8: 593-601, December 1919.

Thinks that it is not the function of the secondary school to train pupils for the profession of journalism. Shows how far a high-school teacher may go in developing habits in the student that will be invaluable to him in his professional training for journalism.

35. Chamberlain, Essie. Report of the Committee on curriculum reconstruction. Illinois association of teachers of English bulletin, 12: 1-12, January 1, 1920.

Curriculum problems in the field of English. Gives the results of a questionnaire sent to high schools in Illinois to ascertain the textbooks in use in English composition and other facts concerning the teaching of English.

36. Gosling, Thomas Warrington. Some social factors in the problem of teaching English. School and society, 10: 756-61, December 27, 1919.

An address before the English section of the Wisconsin teachers association, Milwaukee, November 7, 1919.

37. Perry, Frances M. The supervision of school publications. English journal, 2: 617-32, December 1919.

The advisability of faculty supervision of student publications.

MODERN LANGUAGES.

38. Cahen, Maurice. Réflexions sur l'enseignement de l'allemand. II. Les procédés actuels d'enseignement. III. De l'avenir de notre enseignement. Revue universitaire, 28: 274-90, 348-56, November, December, 1919.

39. Doyle, Henry Grattan. The course in Spanish—(1) Journal of education, 91: 34-35, January 8, 1920.

Offers suggestions as to methods and aims of the high school or academy course in Spanish, together with an outline of a course of study covering four years of high school, or two years of college work.

40. Torres, Arturo. Teaching Spanish in New York city schools. Bulletin of the Pan American union, 49: 656-59, December 1919.

An account of the progress of Spanish within the past three years to the highest enrollment of students of any foreign language taught in New York city schools.

ANCIENT CLASSICS.

41. Hadzsits, George D. The classics in a democracy. Classical journal, 15: 226-34, January 1920.

The application of the classics to the problems of democracy.

42. Houston, Percy Hazen. The humanist, and some others. Unpartizan review, 13: 43-51, January-February 1920.

The subject of this study is the controversy in recent literature between the humanist on one side and the pragmatist or naturalist on the other, as an aftermath of the world war. The writer discusses particularly S. P. Sherman's book On contemporary literature, and the replies thereto by Francis Hackett and Randolph Bourne.

43. Rice, Edith Florence. Extra-curriculum activities. Classical weekly, 13: 81-83, January 12, 1920.

This paper was read at the thirteenth annual meeting of the Classical association of the Atlantic states, at Haverford college, April 4, 1919.

Tells of the High school Latin club in the Germantown high school, Philadelphia, Pa.

SOCIAL SUBJECTS.

44. Association of history teachers of the Middle states and Maryland. Proceedings of the meetings held in 1918 at New York and Princeton. No. 16. 61p. 8°. (Daniel C. Knowlton, secretary-treasurer, Central High School, Newark, N. J.)

Contains: 1. S. B. Harding: Education and the war. What the Committee on public information and the National board for historical service are doing, p. 6-16. 2. L. R. Schuyler: A tentative syllabus of Hispanic-American history adapted to high school use, p. 21-30. 3. A. K. Heckel: The war aims course in the colleges, p. 38-43; Discussion, p. 44-45.

45. Belote, Theodore T. The educational value of the historical museum. *Daughters of the American revolution magazine*, 54: 9-16, January 1920.
46. Bowman, F. L. History lessons in an elementary school. *Journal of experimental pedagogy* (London) 5: 140-45, December 5, 1919.
47. Price, G. V. Socialization of high school history. *Education*, 40: 307-16, January 1920.

Says that the socialization of history would prevent the growth of chauvinism. The high school student may use the idea of the unity of history in the tracing of institutions and ideas.

48. Richardson, Robert K. The utility of medieval history in elementary college curricula. *Historical outlook*, 11: 10-13, January 1920.
49. Stockton, J. Lewis. Teaching current events. *Historical outlook*, 11: 13-15, January 1920.

The teaching of current events at the Wadleigh high school, New York City. The aims, methods, and results.

GEOGRAPHY.

50. Branom, Mendel E. Changes in the teaching of geography suggested by the world war. *School and home education*, 39: 101-103, January 1920.
51. Lobeck, A. K. Block diagrams: a few simple hints to teachers. *Journal of geography*, 19: 24-33, January 1920.

Interpretation of landscapes by means of a few simple geometrical patterns—basic forms common to mechanical drawing—straight lines, square-edged blocks, wedge-shaped blocks, cylinders, cones, and spheres.

SCIENCE.

52. Twiss, George B. Mental discipline and culture through science teaching. *Ohio educational monthly*, 69: 13-18, January 1920.

This is the seventh of a series of articles on science teaching, which has been appearing in the Ohio educational monthly. Although these articles have been written with the science of physics in mind they discuss principles of teaching that underlie and are essential to effective instruction of every kind whatsoever.

53. ——— The reorganization of high-school science. *School science and mathematics*, 20: 1-13, January 1920.

Says that our school systems must be reorganized so as to give some scientific instruction to all children.

MATHEMATICS.

54. Fletcher, W. H. Concrete geometry for the seventh grade. *Journal of education*, 90: 654-57, December 25, 1919.
55. Painter, George S. Mathematics as a study. *Educational review*, 59: 19-40, January 1920.

Concludes that "all need some mathematics; some need all." Says that mathematics serves a unique function in the development of the native mental powers.

56. Schorling, Raleigh and Reeve, William David. *General mathematics*. Boston, New York [etc.] Ginn and company [1919] xvi, 488 p. illus. 12°.

This textbook is designed to introduce into the seventh, eighth, and ninth school years such careful training in quantitative thinking and expression as well-informed citizens of a democracy should possess. One excellent feature is chapter X on Graphical representation of statistics.

MUSIC.

57. Buttelman, C. V. The school orchestra—a tie that binds. *Normal instructor and primary plans*, 29: 33, 68, February 1920.

The beneficial influence of the school orchestra and how the orchestra or orchestra class can be formed.

ELOCUTION.

58. Lyon, Leverett S. Some types of public speech. *English journal*, 8: 602-609, December 1919.

Thinks high schools and colleges need more work in motivated, extempore speaking. Shows the shortcomings of declamation, oratory, and debating in producing definite results in public speaking.

SAFETY.

59. Payne, E. George. An experiment in education in accident prevention. *Elementary school journal*, 20: 352-58, January 1920.

Describes an experiment carried out in the Harris teachers college, St. Louis, Mo., to combat the menace to human welfare of the constantly increasing number of serious public and industrial accidents.

THRIFT.

60. American academy of political and social science. The new American thrift. Philadelphia, American academy of political and social science, 1920. 248 p. 8°. (*Its Annals*, vol. 87, no. 176, January 1920)

Editor in charge of this volume: Roy G. Blakey.

Contains: 1. David Snedden: Capital needs for education in the United States, p. 71-82. 2. G. W. Sherman: The function of salvage in the education of industrial workers, p. 136-41. 3. G. F. Zook: Thrift in the United States, p. 205-11. 4. E. L. Thorndike: Psychological notes on the motives for thrift, p. 212-18. 5. W. H. Carothers: Thrift in the school curriculum, p. 219-24. 6. Alvin Johnson: The promotion of thrift in America, p. 233-38.

61. Carothers, Willis H. Thrift. *Teaching*, 4: 5-10, October 1919.

Lesson plans for teaching thrift in the elementary schools.

62. National thrift. *Catholic educational review*, 18: 38-48, January 1920.

National thrift week and the relation of the schools to thrift teaching.

63. Vail, Theodore N. Making our youth safe for democracy. *Eastern states* (Springfield, Mass.) 1: 1-6, November 1919.

Says that what we need in this country now and particularly in the Eastern states, is to teach and cause the growing generations to realize fully that thrift and economy coupled with industry, are as necessary now as they were in past generations, that provision for the future is an obligation which nature places on us and which can not be avoided.

KINDERGARTEN AND PRIMARY SCHOOL.

64. Baker, Edna Dean. Tendencies of present kindergarten progress. *Kindergarten and first grade*, 5: 18-20, January 1920.

65. Goodlander, Mabel B. The experimental primary class in the Ethical culture school. *School and home* (Ethical culture school, New York City), p. 16-21, Winter 1919.

How ideas of individual and social development are carried out in the Ethical culture school, New York City.

66. Smith, Laura Bountree. Primary seat work, sense training and games. Illus. by Mae Herrick Scannell. Chicago, Beckley-Cardy company [1919] 160 p. illus. 12°.

RURAL EDUCATION.

67. Averill, Lawrence A. Revitalizing the rural school curriculum. *Education*, 40: 276-84, January 1920.

Emphasizes the necessity of adapting studies to real life, particularly problems in arithmetic, etc. To be continued.

68. Cook, Katharine M. Rural supervision and the county superintendent. *American school board journal*, 60: 29-30, January 1920.

Efficiency in county supervision and the factors that make for efficiency.

69. Knight, Edgar W. A more effective county superintendent. *North Carolina education*, 14: 4-5, January 1920.

Needed changes in organization and operation of the county superintendency.

SECONDARY EDUCATION.

70. Dolch, E. W., jr. Teaching for the future. *Education*, 40: 263-75, January 1920.

Necessity for a broad outlook on education in secondary schools. Says: "For most high-school pupils economics, sociology, psychology, and many other branches of knowledge simply do not exist."

71. Lyman, R. L. The Ben Blewett junior high school of St. Louis. *School review*, 28: 28-40, 97-111, January, February 1920.

Describes various aspects of the school, together with a bird's-eye view of the curriculum, etc.

72. McAndrew, William. The high school. *Pennsylvania school journal*, 68: 222-26, November 1919.

What should constitute a regular four years course?

Remarks by Supt. McAndrew at a conference at Harrisburg, November 21, 1919, called by Thomas E. Finegan, State superintendent of public instruction.

73. Parmelee, Edward Wilson. A boarding school inquiry. *Atlantic monthly*, 125: 95-104, January 1920.

Discusses the question whether our boys' boarding schools in America are fulfilling their mission. After sharply criticising one class of our private schools as at present administered, the writer nevertheless defends the system in its ideal form, and earnestly desires that it may be purged and used as it should be in the high interest of the nation.

74. Parsons, E. Dudley. Fallacious economy in education. *School and society*, 11: 10-14, January 3, 1920.

Thinks the large high school is wasteful. Recommends that we return to the small grouping with as little delay as possible.

NORMAL TRAINING.

75. Brown, H. A. Professional courses in the state normal school. *Elementary school journal*, 20: 359-68, January 1920.

The scientific study of schoolroom processes is resulting in certain readjustments in the curricula of teacher-training institutions. The article describes the course of study now in operation in the State normal school at Oshkosh, Wis.

76. Fairchild, R. W. The preparation of teachers for junior high schools. *American school board journal*, 60: 24-28, January 1920.

This paper in part constituted the basis of an address given before the Central Wisconsin teachers' association at Wausau, Wis., October 10, 1919.

77. Lapie, Paul. Que seront demain nos écoles normales? *Revue pédagogique*, 75: 235-71, October 1919.

Beginning October 1, 1923, the law will require every one who becomes an elementary school teacher in France to have at least one year's training in a normal school. How are the French normal schools to provide the 6,000 teachers who will then annually be required, in view of the fact that the annual output of these schools now numbers not more than 3,000 teachers.

78. **Morrison, Henry C.** What training does the superintendent need in his elementary teachers? *Elementary school journal*, 20: 347-51, January 1920.

Teachers should be well trained in the technique of teaching and in the growing science of methodology—the tests and measurements which are appropriate to the several schoolroom arts, etc.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

79. **Barnard, Florence.** A budget for teachers. *Common ground*, 1: 23-27, January 1920.
80. **Boston.** School committee. Salaries of public school teachers in cities of over 200,000 population in the United States and in selected cities and towns in Massachusetts. Boston, Printing department, 1919. 96p. 8°. (Boston public schools. School document no. 19—1919)
Gives data collected by the Superintendent of schools of Boston in September and October 1919.
81. **Bryan, J. Shepard.** Teaching in the public schools of North Carolina is not a profession. *North Carolina education*, 14: 5-8, November 1919.
Says the three fundamental facts accounting for the low status of the teaching profession in North Carolina are (1) a host of untrained teachers, (2) lack of proper recognition accorded efficient teachers, and (3) low salaries, the basis of all.
82. **Curtis, Winterton C.** The recruiting of the college and university profession. *School and society*, 11: 14-18, January 3, 1920.
Prepared by the writer as part of a report presented to a group of university teachers.
Says the problem of recruiting for the professorial calling is brought to face the most important problem which now confronts the entire teaching profession, namely, the economic status of the teacher.
83. **Downes, F. E.** Teacher crises. *American school board journal*, 60: 41-42, January 1920.
"The present paper constituted the principal address of the Pennsylvania state teachers' association during the convention held in Philadelphia, Christmas week, 1919."
Thinks there are five points of danger manifest in the teacher question: (1) The crisis due to insufficient preparation, (2) The crisis due to inexperience, (3) The crisis due to diminishing supply, (4) The crisis due to lowering ethical standards, and (5) The crisis due to inadequate remuneration.
84. **Fichandler, Alexander.** Teachers' ratings. *Journal of education*, 91: 36-37, January 8, 1920.
Says in conclusion that ratings serve no useful purpose, but, on the contrary, create ill-feeling, dissatisfaction and unhappiness, thus lowering teaching efficiency.
85. **[Hickle, Carey]** Teachers' salaries and the law of supply and demand. *Porto Rico school review*, 4: 3-7, December 1919.
86. **Lane, Franklin K.** Letter of the Secretary of the Interior to New Jersey school teachers. *School and society*, 11: 76, January 17, 1920.
The scarcity of teachers and the need for higher salaries.
87. **Richeson, John J.** Our educational status. *Ohio educational monthly*, 68: 462-69, December 1919.
Speaks particularly of education and teachers' salaries in Ohio.
88. **Snyder, Edwin B.** Teachers and the teaching profession. *California blue bulletin*, 5: 5-8, December 1919.
Thinks that those engaged in public school service should start a campaign of education in order to bring the people to a realization of the great importance of public education and the equally great need for liberal support. They should also urge their best pupils to enter the teaching service.
89. **Washbourne, Carleton W.** A graduated salary schedule for elementary teachers. *Elementary school journal*, 20: 381-88, January 1920.
Conditions in Winnetka, Ill., described.

90. **Wilkinson, Marguerite.** What is the matter with the teacher's job? Independent, vol. 100-101, December 20, 1919, to January 17, 1920.

Second to sixth articles in a series, which began in the issue for December 13, 1919, p. 172-73, 221.

CONTENTS.—Why is a school board? December 20, 1919, p. 231, 260-62.—It's only teacher! which is where society makes a mistake, December 27, 1919, p. 276, 300-303.—Is bootlicking part of the teacher's job? January 3, 1920, p. 9, 41-45.—Too many bosses, and they all take it out on the teacher, January 10, 1920, p. 58, 74.—Teachers' rights (discussing the questions of adequate pay, promotion, personal liberty, permanent position, etc.) January 17, 1920, p. 96, 119-20.

HIGHER EDUCATION.

91. **American association of university professors.** Annual meeting, annual message of the president, Report on Colorado college. Boston, Published by the Association, 1919. 130p. 8°. (Bulletin of the American association of university professors, vol. 5, nos. 7-8, November-December, 1919) (H. W. Tyler, secretary, Massachusetts institute of technology, Boston, Mass.)

Contains: 1. Arthur O. Lovejoy: Annual message of the president [on the economic condition of the profession, academic freedom, professional trade-unionism, etc.] p. 10-40. 2. Committee on academic freedom and academic tenure: Report of the sub-committee on inquiry for Colorado college, p. 51-124.

No. 1 is reprinted in School and society, 10: 749-56, December 27, 1919.

92. **Alexander, C. C. and Willett, G. W.** Some aspects of a junior college. School review, 28: 15-25, January 1920.

Gives definitions of three types of institutions that have been called junior colleges. Describes the work of the junior college at Hibbing (Minn.), as a part of the Hibbing school system. Says that such an institution requires additional funds for financing a school system. Bibliography: p. 24-25.

93. **Butler, Nicholas Murray.** Columbia university in the city of New York. Annual report of President Butler for 1918-1919. New York, 1919. 79p. 8°. (Columbia alumni news, vol. xi, no. 13, section 2, January 9, 1920.)

Contains sections on the following topics: University finance, Academic salaries, Retiring allowances for academic officers, Different types of academic teacher, Enrollment and grouping of students, University fees, New tests for admission to college, Student self-government, Course in contemporary civilization, Position of the ancient classics at Columbia, The university center of gravity, Problems and standards of engineering education, Training for business.

94. **Capen, Samuel P.** The implications of the war experience for colleges of liberal arts. 12 p. 8°.

Reprinted from the December number of Clark college monthly.

Being an address upon the occasion of the Clark scholarship society initiation, November 17, 1919.

95. **Fenton, Horace J.** Is the long summer vacation necessary? Educational review, 59: 41-45, January 1920.

Points to the efficiency of West Point and Annapolis graduates as an example of continuous training.

96. **Hopkins, Ernest Martin.** Dartmouth college; an interpretation of purpose. Hanover, N. H., December, 1919. 11 p. 8°. (Dartmouth college reprints, series 1, no. 3.)

97. **John, W. C.** A lesson which the war has taught higher education. Christian educator, 11: 105-106, January 1920.

The effect of the war on standards in higher education.

98. **Libby, Orin G.** The work of the institutions of higher education. Quarterly journal of the University of North Dakota, 10: 61-80, October 1919.

War activities carried on by the institutions of higher education of North Dakota.

99. Poindexter, Miles. Education and character. George Washington university bulletin, 18: 13-18, December 1919.

Address delivered at the regular fall convocation of George Washington university, October 23, 1919.

100. Shaw, Sir Napier. Educational ideals and the ancient universities. Nature (London) 104: 401-5, December 18, 1919.

Presidential address before the educational section of the British association for the advancement of science, at Bournemouth, England.

Also in School and society, 11: 61-68, January 17, 1920.

SCIENTIFIC RESEARCH.

101. Armsby, Henry Prentiss. The organization of research. Science, n. s. 51: 33-38, January 9, 1920.

Address of the vice-president and chairman of section M—Agriculture, American association for the advancement of science, St. Louis, December, 1919.

SCHOOL ADMINISTRATION.

102. Ettinger, W. L. Address of Superintendent Ettinger to the district superintendents. Bulletin of high points, 1: 3-8, October 1919.

Some suggestions on the problems of effective supervision, truancy, intermediate schools, curriculum, etc.

103. Folks, Gertrude. State funds for public schools. Elementary school journal, 20: 369-80, January 1920.

Discusses the apportionment to counties of State funds and does not consider the apportionment to districts of county funds.

104. National education association. National council of education. Report of committee on superintendents' problems; presented to the National council of education February 1918 and 1919. Pub. by the Association, 1919. 69 p. 8°.

Reprinted from Addresses and proceedings of the National education association, vol. 57, 1919, p. 675-739.

CONTENTS.—Part I. Administrative cooperation in the making of courses of study in elementary schools, by Harlan Updegraff.—Part II. Report of the subcommittee on curriculum, by A. Duncan Yocum.

105. New Hampshire. State board of education. New Hampshire's new school law, approved March 28, 1919. . . . Proceedings at joint business conference of local school boards and superintendents with the State board of education, at Representatives' hall, State house, Concord, October 16, 1919. . . . Concord, State house, 1920. 50 p. 8°.

Includes a copy and explanation of the law; agreements relating to the use of English in the teaching and administration of parochial schools, correspondence of the Rt. Rev. George Albert Guertin, Roman Catholic bishop of Manchester; and agreed resolutions relating to approval of parochial schools by the State board of education adopted October 15, 1919.

106. Parker, D. E. How to enforce the compulsory attendance law. North Carolina education, 14: 5-6, December 1919.

An address delivered before the teachers of Northampton county, North Carolina.

107. Shaw, Fred L. The school board as a factor in determining educational policies. South Dakota educator, 33: 7-8, January 1920.

Address before the Department of associated school boards, South Dakota educational association.

108. Wagner, Charles A. Who shall rate the superintendent? Education, 40: 285-88, January 1920.

Says that the superintendent is rated by pupils, by parents, by the community, by the newspapers, by the teachers, by the board of directors, and by State officials.

SCHOOL MANAGEMENT.

109. **Bobbitt, Franklin.** Mistakes often made by principals. *Elementary school journal*, 20: 337-46, January 1920.

Among the mistakes made by principals the writer enumerates the following: (1) Autocratic and arbitrary direction of work and of the general affairs of the building; (2) taking care of matters personally that ought to be delegated; (3) lack of interest in teachers' experiments. To be concluded.

110. **Goodrich, Caspar F.** Can we improve our public schools? *Review*, 2: 50-51, January 17, 1920.

Says that the taking home of textbooks and the studying there of lessons should be positively prohibited to boys and girls under 13 years of age.

111. **Hall-Quest, Alfred L.** Supervised study as a preparation for citizenship. *Journal of education*, 91: 3-6, January 1, 1920.

The new point of view, needful equipment, new type of classroom management, method of supervision, etc., in organizing supervised study in the schools.

112. —. The three functions of the class period. *American education*, 23: 204-207, January 1920.

The daily review, the assignment, and the independent or silent study period.

113. **McDaniel, M. B.** School morale. *Chicago schools journal*, 2: 2-5, November 1919.

Tells how the right kind of school morale can be obtained by cooperative effort.

SCHOOL ARCHITECTURE.

114. **Engelhardt, N. L.** How a small state houses its school children. *American school board journal*, 60: 36, 99-100, January 1920; 54-55, February 1920.

School building survey of Delaware undertaken during the months of June to September 1919. Gives the Strayer-Engelhardt score card for rural school buildings and some of the results of the survey.

115. **Womrath, George F.** Minneapolis two-story composite school. *American school board journal*, 60: 48-49, 68, January 1920. illus.

Shows a few of the salient good features of the Minneapolis composite type of school building.

SCHOOL HYGIENE AND SANITATION.

116. **Clark, Taliaferro.** School medical inspection. Washington, Government printing office, 1919. 8 p. form. 8°. (Reprint no. 554 from the Public health reports, xxxiv, no. 36, September 5, 1919)

Reprinted in *Modern medicine*, 1: 709-12, December 1919.

117. **Holt, L. Emmett.** Teaching health in the schools. *American city*, 21: 528-30, December 1919.

Discusses what to teach and methods of arousing interest.

118. **Jordan, Ora G.** The school nurse in relation to the child and its future. Trained nurse and hospital review, 63: 421-23, December 1919.

Discusses the general subject of the medical inspection of schools.

119. **Bedway, Jacques W.** The dust problem in school buildings. *American school*, 5: 361-62, December 1919.

The causes of dust in the schoolroom and some remedies.

120. **Williams, Jesse F.** The health problem from a new angle. *Educational review*, 59: 46-57, January 1920.

121. **Wyche, Ernest M.** The future of the school medical service. *Child* (London), 10: 119-21, December 1919.

Conditions in England described.

PHYSICAL TRAINING.

122. Alden, Florence D. Community recreation from the point of view of physical education. *American physical education review*, 24: 481-86, December 1919.
123. Daniels, Josephus. Fulfilling the part of physical education in reconstruction. *Modern medicine*, 1: 666-68, December 1919.
124. Foss, Martin I. A constructive program in physical education and increasing the efficiency of directors of physical education. *American physical education review*, 24: 486-92, December 1919.
To be continued.
Read at the annual meeting of the Western district physical education society, Salt Lake City, Utah, June 19-21, 1919.
125. Krause, Arthur C. Uniform system of grading pupils in physical training. *Mind and body*, 26: 351-56, January 1920.
Concluded in February issue, p. 388-93, under title A systematic method of grading teachers in physical training.
126. McCoy, C. H. Some fundamental considerations in physical education. *Physical training*, 17: 4-13, November 1919.

SOCIAL ASPECTS OF EDUCATION.

127. Olmstead, Eleanor J. Supervised dancing in the high schools. *School and home education*, 39: 107-109, January 1920.
Considers some of the objections to dancing among high school boys and girls. Thinks the best way to settle the dance question is supervision.
128. Pound, Olivia. The social life of high school girls: its problems and its opportunities. *School review*, 28: 50-56, January 1920.
Social activities of representative high schools, such as the Lincoln, Nebr., high school; Washington Irving high school, New York City; Franklin high school, Seattle, Wash.; and the Manual arts high school, Los Angeles, Calif.
129. Thorndyke, Elizabeth. Social democracy in the high school. *Ohio educational monthly*, 69: 8-12, January 1920.
Shows the prevalency of social ostracism in the high school. Does not suggest a remedy but shows the need for more general recognition of the problem with a view to stimulating activities leading to its solution.
130. Tubbs, Eston V. The anti-fraternity law. *School and home education*, 39: 98-101, January 1920.
The passage of the anti-fraternity bill by the Illinois Legislature and how the situation was met at the New Trier high school, Kenilworth, Ill.
131. Wyman, A. H. Recreation in industrial communities. *American physical education review*, 24: 473-80, December 1919. illus.
Recreation program of the Carnegie steel company, of Pittsburgh, Pa.

MORAL EDUCATION.

132. National conference on character education in relation to Canadian citizenship. Report of the proceedings held under the patronage of His Excellency, the Duke of Devonshire, governor-general of Canada, Winnipeg, October 20-22, 1919. 135, 12p. 8°
Contains: 1. Theodore Soares: The school and the development of moral purpose, p. 12-15; Discussion, p. 15-18. 2. Robert Falconer: The education of national character, p. 18-23; Discussion, p. 23-25. 3. Helen MacMurchy: The essentials of education, p. 31-36; Discussion, p. 36-39. 4. J. W. Robertson: Auxiliaries to the school in moral training—the Boy scout movement, p. 39-43. 5.

Taylor Statten: Canadian standard efficiency training for boys, p. 43-53; Discussion, p. 53-56. 6. J. F. White: The function of the public school in character formation, p. 59-63; Discussion, p. 63-65. 7. Peter Wright: Education and reconstruction, p. 65-69. 8. Henry Suzzallo: The school and industrial relationships, p. 73-82; Discussion, p. 82-84. 9. Milton Fairchild: The right of the state to participate in character education, p. 88-94. 10. J. T. M. Anderson: The school and the newer citizens of Canada, p. 95-100; Discussion, p. 100-104. 11. J. H. Finley: The school and democracy, p. 108-13; Discussion, p. 113-16.

RELIGIOUS EDUCATION.

133. Betts, George Herbert. The renaissance of religious education. Church school, 1: 31, 34, January 1920.

MANUAL AND VOCATIONAL TRAINING.

134. Berthod, Aimé. L'égalité de culture par l'enseignement professionnel. Revue pédagogique, 75: 317-50, November 1919.
An extract from a book soon to appear on Proudhon.
135. Knight, W. Orman. Education as a means to an end. School and home, 11: 19-20, December 1919.
Vocational versus classical education.

136. Maryland. State department of education. Vocational education in Maryland. Baltimore, State department of education, 1919. 63p. 8°

AGRICULTURAL EDUCATION: HOME ECONOMICS.

137. Fisher, Genevieve. Training home economics teachers of all-day vocational schools. Vocational summary, 2: 142, 146, December 1919.
Certain conditions which are essential to success in training home economics teachers.
138. U. S. Federal board for vocational education. Survey of the needs in the field of vocational home economics education. Washington, Government printing office, 1920. 27p. 8°. (Bulletin no. 37, Home economics series, no. 4, December 1919)
139. Virginia. State board of education. Vocational agriculture in the secondary schools of Virginia. Richmond, Davis Bottom, superintendent of public printing, 1919. 71p. illus. 8°. (Bulletin State board of education, vol. 2, no. 3, January 1920)

PROFESSIONAL EDUCATION.

140. American bar association. Section of legal education. [Addresses and discussions delivered at the meeting held September 3, 1919] American law school review, 4: 428-50, December 1919.
Contains: 1. W. A. Blount: Chairman's annual address, p. 428-33. 2. Lord Finlay: Address, p. 434-37. 3. J. B. Winalow: The lawyer's education, p. 437-42. 4. Discussion, p. 442-50.
141. Bernard, L. L. The education of the rural ministry. School and society, 11: 68-73, January 17, 1920.
Advocates training the rural minister in the college of agriculture.
142. Smith, Harriet K. Short talks to nurses on psychology. Trained nurse and hospital review, 63: 412-14, December 1919.
Second paper of series. Discusses questions of heredity and environment.
143. Spaulding, Edith B. The training school of psychiatric social work at Smith college. Modern medicine, 1: 720-23, December 1919.
Read before the Mental hygiene section, National conference of social work, Atlantic City, N. J., June 2, 1919.

144. Vold, Lauriz. Legal preparation tested by success in practice. *Harvard law review*, 33: 168-97, December 1919.

Says that the most effective course of preparation for the practice of law consists of a completed college education, a law school course, and an office apprenticeship.

145. Winslow, C.-E. A. The untilled fields of public health. *Science*, n. s. 51: 22-33, January 9, 1920.

Discusses training for public health work; development of school nursing service as an educational agency, etc.

146. Winslow, John B. The lawyer's education. *American law school review*, 4: 437-42, December 1919.

CIVIC EDUCATION.

147. Dawson, Edgar. Good seed and deep plowing. *National municipal review*, 9: 17-21, January 1920.

Says that much of modern political reform principles is so well established that it may properly be made part of primary, high, and normal school instruction in civics as it already is in the colleges.

148. Gosling, Thomas W. A high school program for training in citizenship. *School review*, 28: 57-65, January 1920.

Says that in every course the training should be made as practical as possible. Utilization should be made of Junior Red cross, Boy scouts, Girl scouts, Camp fire girls, etc.

MILITARY TRAINING.

149. Bingham, Hiram. How American aviators were trained. *Historical outlook*, 11: 5-9, January 1920.

Col. Bingham, formerly director of the United States schools of military aeronautics, and later commanding officer of the aviation instruction center at Issoudun, France, tells of the progress we made during the war in training aviators.

EDUCATION OF SOLDIERS.

150. Boas, George. A soldier at the Sorbonne. *North American review*, 211: 36-43, January 1920.

151. Bush, Stephen H. American soldiers in French universities. *Educational review*, 59: 65-72, January 1920.

Says that American students are doing well in French universities, and are stimulated by the instruction received. There is no slipshod teaching permitted, no presentation of a mass of confused and uncoordinated facts.

152. Johnson, Willis Fletcher. Students at Camp Upton. *North American review*, 211: 44-50, January 1920.

153. Rounds, C. B. Teaching old dogs new tricks. Illiteracy in the nation and some suggestions as to its correction. *Wisconsin journal of education*, 58: 8-9, January 1920.

Says the army's experience in France showed two things about adult education, first, that the men want to learn, and second, that they can learn.

EDUCATION OF WOMEN.

154. Wembridge, Eleanor Rowland. The dilemma of women's education. *Association monthly*, 14: 4-6, January 1920.

The first of a series of articles analyzing the dilemma that confronts every woman and girl of to-day.

EXCEPTIONAL CHILDREN.

155. Claxton, Philander Priestley. We must educate the cripples. *Hospital school journal*, 8: 5, December 1919-January 1920.
156. Cummins, Robert A. "Bright" and "slow" pupils in elementary and high school. *Journal of educational psychology*, 10: 877-88, October 1919.
Study based on the records of 116 graduates and 184 nongraduates for 1913-14 to 1916-17 inclusive, who attended the Ethical culture school, New York city.
157. Ide, G. G. Some problems at the work age level. *Psychological clinic*, 13: 75-87, December 15, 1919.
The problem of the mentally deficient child who finds himself handicapped all through his school career by the conditions in school which fail to offer him anything that he can assimilate and use.
158. Jones, Carroll T. Very bright and feeble-minded children—the study of qualitative differences. *Training school bulletin*, 16: 137-41, 153-64, December 1919, January 1920.
This article is summarised from a thesis submitted by the author in partial fulfilment of the requirements for the degree of Doctor of pedagogy, New York University, 1917.
159. Kenyon, Elmer L. Stammering as a disorder of speech dependent on conditions of child development. *Volta review*, 22: 39-45, January 1920.
Discusses the developmental growth of stammering and the psychological implications involved.
160. Maxfield, Francis N. The present status of the subnormal class. *Psychological clinic*, 13: 27-32, December 13, 1919.
Adapted from an address before the Council of education of the State of New Jersey at Montclair, October 25, 1918, printed by the Council and reprinted here.
The establishment of special classes for the mentally defective children of New Jersey.
161. Osborne, Caroline A. Speech defects in the school child. *Mind and body*, 26: 345-51, January 1920.
162. Witmer, Lightner. The training of very bright children. *Psychological clinic*, 13: 88-96, December 15, 1919.
A discussion prepared for the Educational congress held under the direction of the Department of public instruction of Pennsylvania, Harrisburg, November 17-22, 1919.
163. Woodrow, Herbert Hollingsworth. Brightness and dullness in children. Philadelphia, Chicago [etc.] J. B. Lippincott company [1919] 322 p. illus., plates, diagrs. 8°. (Lippincott's educational guides, ed. by W. F. Russell)

EDUCATION EXTENSION.

164. Talbert, E. L. The function of extension lectures in a municipal college of arts. *School and society*, 10: 761-64, December 27, 1919.
Says in conclusion that the function of extension lectures is to give impetus to independent reflection by consecutive treatment of great fields of thought, and to draw the university and the municipality together in bonds of good will.

LIBRARIES AND READING.

165. Bishop, William Warner. The library and post-school education. *School and society*, 11: 1-10, January 3, 1920.
An address at the Educational congress, Albany, May 1919.
The library as an essential agent in conserving and advancing the results of formal school education.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

166. Business education in secondary schools. A report of the Commission on the reorganization of secondary education, appointed by the National education association. Washington, 1919. 68p. (Bulletin, 1919, no. 55)
167. Commercial engineering. Report of a Conference on business training for engineers and engineering training for students of business, held in Washington, D. C., June 23-24, 1919. Prepared by Glen Levin Swiggett. Washington, 1920. 180p. (Bulletin, 1919, no. 58)
168. Educational conditions in Japan; by Walter A. Montgomery. Washington, 1919. 16p. (Bulletin, 1919, no. 57)
Advance sheets from the Biennial survey of education, 1916-1918.
169. Educational directory, 1919-20. Part 3. Higher education; training of teachers. Part 5. Summer school directors. Part 6. Libraries and museums. Washington, 1920. 3 v. (Bulletin, 1919, no. 71, parts 3, 5 and 6)
170. The problem of adult education in Passaic, New Jersey. Washington, 1920. 26p. (Bulletin, 1920, no. 4)
171. The public school system of Memphis, Tennessee. Report of a survey made under the direction of the Commissioner of education. Part 4. Science. Washington, 1920. 23p. (Bulletin, 1919, no. 50)
172. The public school system of Memphis, Tennessee. Report of a survey made under the direction of the Commissioner of education. Part 6. Industrial arts, home economics and gardening. Washington, 1920. 48p. (Bulletin, 1919, no. 50)
173. The schools of Austria-Hungary; by Peter H. Pearson. Washington, 1919. 81 p. (Bulletin, 1919, no. 54)
Advance sheets from the Biennial survey of education, 1916-1918.
174. Some phases of educational progress in Latin America; by Walter A. Montgomery. Washington, 1920. 62p. (Bulletin, 1919, no. 59)
Advance sheets from the Biennial survey of education, 1916-1918.
175. Training teachers of agriculture. Papers presented at the ninth annual meeting of the American association for the advancement of agricultural teaching, Baltimore, Md., January 7, 1919. Washington, 1920. 44p. (Bulletin, 1919, no. 66)

NEW PERIODICALS.

- American child. Vol. 1, no. 1, May 1919. Published quarterly. 105 East Twenty-second street, New York, N. Y. (Successor to Child labor bulletin)
- Church school. Vol. 1, no. 1, October 1919. Published monthly. 150 Fifth avenue, New York, N. Y.
- Educational issues. Vol. 1, no. 1, January 1920. 46 N. Pennsylvania street, Indianapolis, Ind. (John F. Schumann, managing editor)
- Geographic news bulletin. No. 1, October 6, 1919. Prepared weekly by the National geographic society for the Department of the interior, Bureau of education, Washington, D. C.
- Journal of educational research. Vol. 1, no. 1, January 1920. Public school publishing company, Bloomington, Ill. (B. R. Buckingham, editor in chief)

- Kansas school journal.** Vol. 1, no. 1, June 1919. Published monthly. Wichita, Kans.
- Modern languages.** Vol. 1, no. 1, October 1919. Published bi-monthly. A. & C. Black, Ltd., London, England. (E. G. Underwood, editor) (Successor to Modern language teaching as organ of the Modern language association, England.)
- Nevada educational bulletin.** Vol. 1, no. 1, April 1919. Published monthly. State department of education. Carson City, Nev.
- Rural education.** Vol. 1, no. 1, November 1919. Published monthly. Northern normal and industrial school, Aberdeen, S. Dak.
- School and community.** Vol. 1, no. 1, December 4, 1919. Published bi-monthly. 706 Niagara life building, Buffalo, N. Y.
- South Carolina education.** Vol. 1, no. 1, October 1919. Published monthly. University of South Carolina, Columbia, S. C. (Successor to Southern school news)
- Wisconsin educational horizon.** Vol. 1, no. 1, April 1919. Published bi-monthly. State board of education, Madison, Wis.
- Wyoming educational bulletin.** Vol. 1, no. 1, July 1919. Published monthly. State department of education, Cheyenne, Wyo.



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1920, No. 6

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

MARCH, 1920



WASHINGTON
GOVERNMENT PRINTING OFFICE
1920

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CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology: Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—Scientific research—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Summer camps and scouting education—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education: Home economics—Commercial education—Professional education—Civic education—Americanization of immigrants—Military training—Education of soldiers—Education of women—Negro education—Exceptional children—Libraries and reading—Bureau of Education: Recent publications—New periodicals.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

176. **American school citizenship league.** An eleven-year survey of the activities of the American school peace league for 1908 to 1919. Boston, 1919. 55p. 8°. (Mrs. Fannie Fern Andrews, secretary, 405 Marlborough street, Boston, Mass.)

Contents: 1. Fannie F. Andrews: Education at the Peace conference, p. 7-10. 2. An eleven-year survey of the American school peace league from September, 1908 to July, 1919, p. 11-46.

177. **Pennsylvania.** Educational congress, Harrisburg, November 17-22, 1919. [Reports of committees of experts on 25 topics.] Pennsylvania school journal, 68: 233-47, December 1919.

The following are the topics covered: The training of teachers, higher education, educational measurements, music, health education, mental hygiene, Americanization, rural education, moral instruction, history and social science, general science, vocational education, agricultural education, home economics, school support, English, geography, high school mathematics, foreign languages, all-year school, thrift, art, the continuation school, high school administration, libraries.

EDUCATIONAL HISTORY AND BIOGRAPHY.

178. **Carnegie endowment for international peace.** A manual of the public benefactions of Andrew Carnegie. Washington, 1919. 321p. plates. 8°.
179. **Dunn, Esther C.** Longfellow the teacher. *North American review*, 211: 259-65, February 1920.
Says that Longfellow was a pioneer in the use of a truly modern method for teaching French to young American boys.
180. **Harden, Max.** German education before the war. *Living age*, 304: 216-18, January 24, 1920.
Reprinted from *Die Zukunft*, September 27, 1919.
181. **Knight, Edgar W.** Reconstruction and education in South Carolina. *South Atlantic quarterly*, 19: 55-66, January 1920.
Concluded from the preceding issue.
182. **Mumford, Alfred A.** The Manchester grammar school, 1515-1915; a regional study of the advancement of learning in Manchester since the reformation. London, New York [etc.] Longmans, Green, and co., 1919. xi, 563p. plates, 8°.
Considers the way in which a collegiated ecclesiastical body established in the time of the Plantagenets; a grammar school founded "for godliness and good learning" in the time of the early Tudors; a town library established and well endowed during the Commonwealth; and a succession of Nonconformist academies, ultimately giving place to a provincial university in the latter half of the nineteenth century, have acted and reacted on each other, and aroused a zeal for truth, justice, and beauty in the community.
183. **Salmon, David.** The Lancasterian system in the United States. *Educational record* (London) 19: 562-74, November 1919.
Historical and critical study of the subject.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

184. **Blanton, Annie Webb.** Co-operation in improving and extending education in the common public school. *Texas outlook*, 4: 16-18, January 1920.
An address of the State superintendent of public instruction of Texas before the Texas state teachers' association. Speaks of conditions in Texas regarding teachers' salaries and the teacher supply, the support of the schools, certification of teachers, etc.
Also in *Texas school journal*, 37: 11-12, January 1920.
185. **Bradford, Mary C. C.** The crucial hour in American education. *Journal of education*, 91: 95-96, January 22, 1920.
Briefly outlines some changes that are necessitated by present conditions to the end that American education may meet the needs of the reconstruction period.
186. **Call, Arthur Deerin.** The war has not destroyed. IV, Our zeal for self-culture. *Advocate of peace*, 82: 18-22, January 1920.
187. **Clark, Harry.** The present unrest. *High school journal*, 3: 42-46, February 1920.
Shows the need of universal education in the present unrest.
An address before the Northwestern Oklahoma educational association, 1919.
188. **Garber, John P.** Marks of progress in the Philadelphia public schools during and since the war. *Current education*, 24: 395-98, February 1920.
Reprinted from the annual report of the superintendent of schools of Philadelphia, Pa.
189. **Jones, B. G.** The Cleveland school system. *American school board journal*, 60: 37-39, 103, February 1920.

190. **Root, Robert Kilburn.** Our youth as we would have them. Scribner's magazine, 67: 93-97, January 1920.

Some observations evoked by a consideration of the Schools and colleges advertising pages in a magazine.

191. **School life**, vol. 4, no. 1, January 1, 1920. Illus. (Alaska education number).

Contains: 1. Isabel A. Gilman: The teacher and the Alaska school service, p. 2-4. 2. The day's work at Cape Prince of Wales, p. 5-6. 3. Starting a school on St. Lawrence Island, p. 6-7, 16. 4. St. Lawrence Island: twenty years ago and now, p. 9-10. 5. William Hamilton: Development of Alaskan reindeer service, p. 11-12.

192. **Severance, Mrs. C. A.** Educating public opinion. School education, 39: 11-14, February 1920.

Speaks of the great need for crystallizing public attention on child welfare and public education. Says that child welfare activity is 100 years late and that the public schools are sacrificing everything to efficiency.

FOREIGN COUNTRIES.

193. **Education and art in Soviet Russia**, in the light of official decrees and documents with a foreword by Max Eastman. New York city, The Socialist publication society [1919] 63 [1]p. 12°.

194. **Gamble, Sydney D.** When students overthrew a government. Continent, 51: 133-34, January 29, 1920.

A detailed account of last year's remarkable student demonstrations in Peking by a man who was on the ground at the time. The demonstrations began May 17, when the students of Peking after a fortnight of threatening went on strike as a protest against the peace conference terms assigning to Japan former German rights in Shantung province. A secondary object of the demonstration was to protest effectively against retention by the Government of high officials known to be "pro-Japanese."

195. **Kenyon, Frederic G.** Education, secondary and university. A report of conferences between the council for humanistic studies and the conjoint board of scientific societies. London, J. Murray, 1919. 47p. 12°.

196. **Luzuriaga, Lorenzo.** El analfabetismo en España. Madrid, J. Cosano, 1919. 78p. tables, graphs. 8°. (Museo pedagógico nacional).

197. **La reforma universitaria**, en la universidad de Córdoba, en la universidad de Buenos Aires, año 1918. Buenos Aires, Talleres gráficos de la penitenciaría nacional, 1919. 704p. 8°.

198. **Tassy, Edme.** L'organisation de l'expansion intellectuelle en France. Grande revue (Paris) 23: 649-66, October 1919.

199. **Whitehouse, J. Howard, ed.** The English public school; a symposium. London, Grant Richards Ltd., 1919. 155p. 12°.

CONTENTS.—Introduction by the editor.—The indictment of the public school.—The truth about the public school, by Sir Sydney Olivier.—The public schools *versus* the day schools, by Prof. Oscar Browning.—The public schools and the older universities, by R. H. Tawney.—Public school religion, by Arthur Ponsonby.—Other criticisms and replies.—A reply, by the writer of the original article.—Bibliography.

200. **Williams, Garfield.** The report of the Calcutta university commission, 1917-1919. International review of missions, 9:49-59, January 1920.

A review and summary of this extensive report, which with the appendices comprises 13 large volumes. The work is an encyclopedia of Indian education with special reference to Bengal.

EDUCATIONAL THEORY AND PRACTICE.

201. **Association for the advancement of progressive education.** Significant advances in progressive education during the year 1919. *In its Bulletin*, no. 1, January 1920. 1818 N St. N. W., Washington, D. C. [8]p. 8°.

Describes some special types of progressive schools that are particularly interesting.

202. **Cherrington, Frank B.** Preparing for a career, not for a job. *Bulletin of high points*, 1: 12-16, December 1919.

Tells of the work of the High school of commerce of New York city, under the direction of Dr. Arthur M. Wolfson, and shows how the emphasis is laid constantly in all the courses on direct connection with the boy's present problems and the boy's future interests and usefulness.

203. **Cobb, Stanwood.** The friendly schoolmaster. *Good housekeeping*, 70: 58-59, 201, 202, 205, 206, 209, 210, February 1920.

The new type of school which adapts education to the individual, instead of adapting the individual to a mold formed by educators of the past. The progressive movement in education and some of the schools following this new type of education.

204. **Dell, Floyd.** Were you ever a child? New York, A. A. Knopf, 1919. 202 p. 12°.

This book attempts to show how the present school system became what it is, and why it is now in the throes of revolutionary change. It analyzes the current conceptions upon which the existing system is based, and shows why these conceptions are inadequate to sustain the burden which education is called upon by twentieth century civilization to bear. It centers attention upon the two things which constitute, in their juxtaposition, the essential problems of education—namely, the nature of modern life and the nature of the child. The author is a member of the advisory council of the Association for the advancement of progressive education.

205. **Jewell, J. B.** The education of the feelings. *School and society*, 11: 151-53, February 7, 1920.

The writer says that if we turn out of our school rooms children with high ideals, with worthy purposes and true standards of conduct, we may safely risk their acquiring useful knowledge and putting it later to a good purpose.

206. **Munroe, James Phinney.** The human factor in education. New York, The Macmillan company, 1920. xi, 317 p. 8°.

The theme of this book is that the crucial problems of the next quarter century depend for their solution upon the strength, the integrity, and the wise patience of every human factor in American life; and each of those human factors must be sanely educated for his particular responsibility in the common task.

207. **Partridge, G. E.** The psychology of nations; a contribution to the philosophy of history. New York, The Macmillan company, 1919. xii, 333 p. 8°.

The first part of this book is a study of the motives of war. The writer says that a study of war ought to help us to decide whether we must accept our future, with its possibility of wars, as a kind of fate, or whether we must now begin, with a new idea of conscious evolution, to apply our science and our philosophy and our practical wisdom seriously for the first time to the work of creating history. The second part of the book is a study of our present situation as an educational problem, in which we have for the first time a task of educating national consciousness as a whole, or the individuals of a nation with reference to a world-consciousness. The author holds there is a natural order of progress, but the good must be worked for, step by step.

208. **Paton, Stewart.** Education in war and peace. New York, Paul B. Hoeber, 1920. ix, 106 p. 12°.

CONTENTS.—1. Human behavior in war and peace.—2. War and education.—3. The psychiatric clinic and the community.

209. **Shields, Thomas Edward.** An educational ideal. *Catholic educational review*, 18: 65-75, February 1920.

210. **Showerman, Grant.** Liberal culture in action. *Nation*, 110: 134-36, January 31, 1920.

Applied culture won the war. But, according to the writer, if there had been no pure culture, no culture for culture's sake, no indulgence of men's natural desire to live a life above and beyond the mere business of existence, there would have been no culture to apply, and the spirit that brought success in the war would have been lacking.

211. **Small, Albion W.** Some structural material for the idea of democracy. *American journal of sociology*, 25: 405-44, January 1920.

Concluded from December number. Incidentally touches the subject of education.

EDUCATIONAL PSYCHOLOGY: CHILD STUDY.

212. **Averill, Lawrence Augustus.** The war and the psychology of the child. Pedagogical seminary, 26: 356-64, December 1919.
Enumerates many aspects of the war as seen through childish eyes.
213. **Burnham, William H.** The optimum humidity for mental work. Pedagogical seminary, 26: 313-29, December 1919.
Bibliography: p. 329.
214. **Gilbreth, Frank B. and Gilbreth, Lillian M.** Fatigue study; the elimination of humanity's greatest unnecessary waste. A first step in motion study. 2d ed., rev. New York, The Macmillan company, 1919. 175 p. plates. 12°.
215. **McGeoch, John A.** The present status of psychology. Colorado Springs, Colo., 1919. 100p. 8°. (Colorado college publication. General series no. 103. Education and psychology series, vol. 1, no. 1, September 1919).
Submitted in partial fulfillment of the requirement for the degree of master of arts, Colorado college, May 31, 1919.
Reviews briefly the psychology of the past, shows the status of psychology at the present time in colleges and universities, and suggests a series of psychology tests modeled after the Alpha Army mental tests.
216. **Watson, John B.** The pre-kindergarten age—a laboratory study. Kindergarten and first grade, 5: 14-18, 68-72, 105-9, January, February, March 1920.
Address given before the International kindergarten union, Baltimore, Md.

EDUCATIONAL TESTS AND MEASUREMENTS.

217. **Courtis, S. A., and Packer, P. C.** Educational research. Journal of educational research, 1: 5-19, January 1920.
The functions and scope of research in education and the organization of an ideal department of educational research in a large city school system.
218. **Dalman, Murray A.** Hurdles, a series of calibrated objective tests in first year algebra. Journal of educational research, 1: 47-62, January 1920.
219. **Douglass, H. B.** Some uses and limitations of the standard educational test. Educational administration and supervision, 5: 475-90, December 1919.
220. **Gray, William S.** Value of informal tests of reading accomplishment. Journal of educational research, 1: 103-11, February 1920.
221. **Hanmon, V. A. C.** Improvement in school subjects throughout the school year. Journal of educational research, 1: 81-95, February 1920.
A study of improvement in school subjects throughout the year by means of standardized tests given at monthly intervals.
222. **Illinois. University. College of education. Bureau of educational research.** First annual report. Announcement, 1919-20. Urbana, Pub. by the University, 1919. 78p. 8°. (University of Illinois bulletin, vol. 17, no. 9, October 27, 1919).
CONTENTS.—I. Organization.—II. Projects undertaken.—III. Proposed projects.—IV. The work of the library division.—V. Measuring the results of teaching for the purpose of improving instruction.—VI. Standardized tests for the elementary school.—VII. Standardized tests for high school subjects.—VIII. Mental tests.
223. **McCall, William A.** A new kind of school examination. Journal of educational research, 1: 33-46, January 1920.
Suggestions for teachers in making use of the "True-False" test.
224. **Mead, Cyrus D.** The spelling ability of Plumas county pupils. Sacramento, California state printing office, 1919. 8p. 8°. (Supplement to California blue bulletin, December 1919).

225. **Monroe, Walter S.** Improvement of instruction through the use of educational tests. *Journal of educational research*, 1: 96-102, February 1920.
226. **Phillips, Frank McGinley.** Relation of initial ability to the extent of improvement in certain mathematical traits. *Pedagogical seminary*, 26: 330-55, December 1919.
Bibliography: p. 335.
Results of a study to determine whether initial ability in certain traits has any relation to the extent of improvement an individual may make after he has had a period of training and practice. Finds that initial ability is a factor in the extent of improvement an individual may make during a practice period.
227. **Buml, Beardsley.** The need for an examination of certain hypotheses in mental tests. *Journal of philosophy, psychology and scientific methods*, 17: 57-61, January 29, 1920.
Says that many of the failures of mental tests can be traced to our present inadequate theoretical foundations.
228. **Shroy, John L.** The value of continuous expert efficiency evaluation in a school system. *Journal of education*, 91: 63-65, January 15, 1920.
The work of an expert efficiency evaluation committee.
229. **Sylvester, R. H.** An intelligence survey of a typical town school. *Pedagogical seminary*, 26: 365-71, December 1919.
Results of the mental survey of the children of Wapello, Iowa.
230. **Terman, Lewis M.** The use of intelligence tests in the grading of school children. *Journal of educational research*, 1: 30-32, January 1920.
Says in conclusion that in the management of a school or a school system the principal and the superintendent will find intelligence tests an indispensable aid in the analysis of their problems.
231. **Thorndike, Edward L.** The new psychological tests: are they a substitute for content examinations? *Educational review*, 59: 97-104, February 1920.
Says that an adequate psychological test is better, all things considered, than the customary content examinations—provided "an efficient inspection and rating of the candidate's secondary-school career is used also in both cases."
232. **Thurstone, L. L.** A scoring method for mental tests. *Psychological bulletin*, 16: 235-40, July 1919.
233. **Woody, Clifford.** Application of scientific method in evaluating the subject matter of spellers. *Journal of educational research*, 1: 119-28, February 1920.
Results of a study made of five spellers.

SPECIAL METHODS OF INSTRUCTION.

234. **Barnes, Walter.** Dramatization of literature: its use and its abuse. *Journal of education*, 91: 59-62, January 15, 1920.
Says that the claims made for the schoolroom dramatization of literature are extravagant in the extreme.
235. **Clark, A. Bess.** The problem method in teaching English. *Education*, 40: 371-78, February 1920.
236. **Lacy, John V.** The relative value of motion pictures as an educational agency. An experimental study. *Teachers college record*, 20: 452-65, November 1919.
Reports the methods and results of some experiments to determine the pedagogical and moral value of motion pictures. The experiments show that questions of fact, inference, or moral discrimination can be answered more adequately when the narrative material has been presented by a story-teller or as reading matter than when presented through the motion picture.
237. **McCloy, C. H.** The project method of teaching. *Physical training*, 17: 53-62, December 1919.
238. **Minor, Ruby.** Problem teaching: how to plan for it. *Journal of geography*, 19: 61-69, February 1920.
Formulates a plan based upon an illustration drawn from experience, viz, a concrete case of the study on Japan. Gives references to books on Japan suitable for children.
239. **Stratton, Eleanor.** The project method of teaching oral composition. *High school journal*, 3: 35-38, February 1920.

SPECIAL SUBJECTS OF CURRICULUM.

LITERATURE.

240. **Atkinson, John H.** Literary study and practical thinking. *Educational review*, 59:123-36, February 1920.
Says that for flexibility of mind there is scarcely anything better than a thoughtful study of great fiction.
241. **McCauley, J. P.** Memory work in literature. *Pennsylvania school journal*, 68:269-74, December 1919.
242. **Smith, Reed.** Poetry in the high school. *South Carolina education*, 1:8-9, November; 9, 16-17, December 1919; 17-19, January 1920.
In seven parts. Parts 1, 2, and 3. Other parts to follow.

ENGLISH AND COMPOSITION.

243. **Cadmore, Edith.** The irreducible minimum in grammar. *Journal of education and School world* (London) 52:82-84, February 1920.
Writer outlines his method of teaching grammar.
244. **Cooke, John D.** Community English. A means of motivation for oral and written composition. *English journal*, 9:20-34, January 1920.
245. **Driggs, Howard B.** Our living language; how to teach it and how to use it. Lincoln, Chicago [etc.] The University publishing company, 1920. x, 302 p. 12°.
246. **Finch, Robert.** How to teach English composition. Vol. 1. London, Evans brothers limited [1919]. 187 p. 12°.
247. **Thomas, Joseph M.** The inhibitory instincts. *English journal*, 9:1-12, January 1920.
President's address before the National council of teachers of English, Boston, November 24, 1919.
Inhibitions in English teaching.
248. **Utter, Robert P.** The case against grammar. *Harper's magazine*, 140:407-13, February 1920.

MODERN LANGUAGES.

249. **New York State modern language association.** Eleventh annual meeting, Albany, November 25-26, 1919. *Bulletin of the New York State modern language association*, 6:1-21, January 1920.
Contains extracts from an address by Dr. P. F. Claxton on "The new need for modern languages in our public schools," p. 13-15.
250. **Stent, Edith C.** The use of the dramatic instinct in the teaching of modern foreign languages. *Modern languages* (London), 1:49-51, December 1919.
A paper read at the Teachers' guild in May 1919.

ANCIENT CLASSICS.

251. **Cooper, Lane.** Things new and old. *Classical weekly*, 13:107-11, February 2, 1920.
An address delivered at the meeting of the Classical section of the Association of colleges and preparatory schools of the middle states and Maryland, Princeton, November 30, 1918. Makes some proposals for improving instruction in the classics.
252. **Van Loon, G. E.** Why study Latin? *Classical journal*, 15:300-3, February 1920.
Study based on questionnaire sent to a number of men of the class of 1893 at the University of Michigan. Benefits of the classics.
253. **Vodder, John N.** Education versus apprenticeship. *Educational review*, 59:113-22, February 1920.
Criticises the one-sided economic education of to-day; protests against the narrow specialisation and neglect of culture. A plea for more idealism in education. Advocates the study of the classics.

SOCIAL SUBJECTS.

254. **Ohio history teachers' association.** Sixth annual session, Columbus, November 14-15, 1919. *Ohio history teachers' journal*, no. 15: 99-116, November 1919.

Contains: 1. K. S. Latourette: *The missionary factor in recent history*, p. 102-109. 2. R. H. Erwine: *The social utility of history*, p. 110-12. 3. C. D. Washburn: *Defects of college teaching from the high school teachers' viewpoint*, p. 113-16.

255. **Clark, E. M.** *The history curriculum since 1850.* *Historical outlook*, 11: 58-68, 72, February 1920.

Considers particularly the course in European history in colleges and secondary schools.

256. **Tuell, Harriet E.** *The study of nations; an experiment in social education.* With chapters on China and Japan by Kenneth Scott Latourette. Boston, New York [etc.] Houghton Mifflin company [1919]. xvii, 190 p. 12°. (River-side educational monographs, ed. by H. Suzzallo.)

In view of the new international relations of the United States, it is necessary for the American people at large to gain a more intelligent and sympathetic understanding of foreign nations. This must be based upon a suitable training of the pupils in the schools. The above-named volume is devised as an aid to American school teachers who would begin to widen the civic horizons of their pupils. It is based on an experiment tried out in the Somerville, Mass., high school in the substitution of the "study of nations" for the usual course in modern history. The book recounts the method of approach and the fruits of experience, and has chapters on the principal European nations and on China and Japan, as well as on a "nation in the making"—the Philippine Islands.

GEOGRAPHY.

257. **Goode, J. Paul.** *A course in geography for the junior-senior high school.* *School and society*, 11: 97-104, January 24, 1920.

Report of a committee to the earth science (geography) section of the Central association of science and mathematics teachers.

Pt. I. Principles of geography, as presented by Mary Dopp.—Pt. II. Economic geography, as presented by J. Paul Goode.—Pt. III. Commercial countries, as presented by Wellington D. Jones.

258. **Ham, Barbara E.** *Humanized geography teaching.* *Popular educator*, 37: 314-15, 352, February 1920.

Correlating geography with other subjects of the curriculum.

259. **Knight, Ella B.** *Collecting and making use of local geography material.* *Elementary school journal*, 20: 459-65, February 1920.

Study based on replies to a questionnaire sent out to local manufacturers of Omaha, Nebr.

260. **Miller, George J.** *The National council of geography teachers.* *Journal of geography*, 19: 69-74, February 1920.

A report presented at the St. Louis meeting of the Council by the secretary, showing the present organization of the Council and how it can help in the advancement of geography teaching.

261. **Yeomans, Edward.** *Geography.* *Atlantic monthly*, 125: 167-72, February 1920.

An exercise in imagination with reference to the geography teacher.

SCIENCE.

262. **Estabrooke, W. L.** *General chemistry and its relation to the distribution of students' supplies in the laboratory.* *Science*, n. s. 51: 155-59, February 13, 1920.

Says that general chemistry is regarded as the most important and vital course in the department, according to a recent questionnaire sent to a large number of institutions. Recommends the Freas plan which gives the student on his first day all the apparatus and chemicals he will need for that course.

263. **Patten, William.** The message of the biologist. *Science*, n. s. 51: 93-102, January 30, 1920.
264. **Twiss, George B.** Organization of subject matter in science teaching. *Ohio educational monthly*, 69: 37-42, February 1920.

MUSIC.

265. **Giddings, T. P.** Grade school music teaching, for superintendents, music supervisors, and grade teachers. New York, C. H. Congdon [1919] 257p. illus. 12°.
266. **Hayden, Philip C.** The Giddings public school piano classes—how they succeeded in the Keokuk schools. *School music*, 21: 5-10, January-February 1920.
267. **Scott, Frank A.** A study of applied music. *School review*, 28: 112-22, February 1920.

Study made in June 1918 and 1919, in the senior and junior high schools of Belmont, Mass., to ascertain what proportion of the pupils had at some time studied music privately, how many had discontinued, the reasons for such discontinuance, how many would continue if school credits were given for the work, etc.

SAFETY.

268. **Forster, H. W.** Fire protection for schools. *American city*, 22: 37-42, January 1920.
- Various common hazards in schools and methods of reducing them.
269. **Payne, E. George.** Education in accident prevention; a treatise showing how accident prevention may be made a part of regular school instruction without the addition of another subject to the curriculum. Chicago, New York, Lyons and Carnahan [1919] 158p. illus. 12°.
270. ———. Teaching safety in the public schools. *American city*, 22: 159-61, February 1920.

Suggests the organization of schools for accident prevention. This is to be accomplished through committees of pupils who have the welfare of the school in hand.

THRIFT.

271. **Manchester, O. L.** Thrift and its connection with public high school education. *School and home education*, 39: 123-24, February 1920.
- A synopsis of an address delivered to the High school section of the Illinois state teachers' association, Springfield, December 30, 1919.

KINDERGARTEN AND PRIMARY SCHOOL.

272. **Almira M. Winchester.** Kindergarten and first grade, 5: 72-79, February 1920.
- Miss Winchester, who was kindergarten specialist in the U. S. Bureau of education, died at Washington, D. C., December 17, 1919. This article contains an appreciation of her work for the kindergartens by Julia Wade Abbot and Catharine R. Watkins.
273. **Loeb, Josephine.** An experiment in a public school kindergarten. *Kindergarten and first grade*, 5: 52-63, February 1920.
- Results of an experiment to ascertain just what kindergarten children would do with as little interference and as few suggestions from the teacher as possible. Shows the materials children choose voluntarily and the games they play if left to themselves.
274. **Woodward, Elizabeth A.** Americanization work of the kindergarten. *Kindergarten and first grade*, 5: 45-48, February 1920.
- The acquirement of a common language.

RURAL EDUCATION.

275. **Virginia. University.** Rural life conference, 1919. [Addresses made at the] Rural life conference, July 22-25, 1919. Charlottesville, Va., The University, 1919. 85 p. 8°. (University of Virginia record. Extension series. Vol. 5, no. 2, November 1919.)

Contains: 1. Edith A. Lathrop: Status of standardization in the rural schools of the United States, p. 6-15. 2. Edith A. Lathrop: Observations of ninety-six lessons in reading in rural schools, p. 16-23. 3. Edith A. Lathrop: How Harvey spent one day at Denney's corner, p. 24-34. 4. W. M. Forrest: The Bible and the high school, p. 40-43. 5. O. C. Neal: A discussion of the problem of rural teachers, at the University of Virginia summer school, p. 44-46. 6. J. C. Muerman: Our rural and village schools, p. 47-51. 7. J. B. Hutcheson: The need of community organization, p. 52-58. 8. C. F. Powlison: Child welfare in the rural community, p. 58-63. 9. J. A. C. Chandler: A national system of public education and its relation to better rural schools, p. 64-70. 10. Harry Clark: The rural church, p. 71-75. 11. H. E. Jackson: The practice of citizenship, p. 76-85.

276. **Averill, Lawrence A.** Revitalizing the rural school curriculum. Education, 40: 355-68, February 1920.

Discusses the teaching of reading and gives a suggested list of books for elementary schools. Second paper of series; to be continued.

277. **Black, William W.** Fitting our rural education to the needs of our democracy. Educational issues, 1: 37-39, February 1920.

278. **Foster, Frederick M.** What is the matter with the country schools again? School and society, 11: 170-73, February 7, 1920.

The influence of the patrons upon the public schools. Says that the patrons of our rural schools are greatly in need of education themselves and the sooner we can get them to realize certain facts, the quicker we can bring about the reforms we desire.

279. **Hamilton, Samuel.** The curriculum of the rural school. Journal of education, 91: 145-46, February 5, 1920.

The adjustment of the course of study to rural life.

280. How a splendid system of schools has been built up in Greene county. Progressive teacher, 26: 37-40, February 1920. illus.

Tells how Supt. Joel N. Pierce, of Greenville, Tenn., has, during the past few years, established a chain of high schools throughout Greene county, and erected more than three dozen modern consolidated schools, doubled the school tax, school term, and teachers' salaries.

281. **Lockhart, G. L.** The consolidated school. National school building journal, 2: 23-24, December 1919-January 1920.

Discusses the advantages of the consolidated schools: (1) Improved health of pupils, (2) Better teaching, (3) Improved attendance, (4) Organization and improved work, (5) High school advantages, (6) Community center advantages, (7) Costs.

282. Midland schools, vol. 34, no. 5, January 1920.

Contains: 1. G. S. Dick: The consolidated school, p. 138-40. 2. J. A. Woodruff: History and development of the consolidated school in Iowa, p. 140-41. 3. A. M. Deyoe: The solution of the rural and the small town school problem, p. 143-46.

283. **Stilwell, H. W.** Better high school advantages for the rural child. Texas school journal, 37: 9-10, January 1920.

Conditions in Texas.

284. **Yawberg, A. G.** Centralization and consolidation in Cuyahoga county, Ohio. American school board journal, 60: 40-42, 105, February 1920. illus.

SECONDARY EDUCATION.

285. **Forbes, Charles H.** Democracy and private schools. Phillips bulletin (Andover, Mass.), 14: 27-31, January 1920.

A plea for the private endowed school. Discusses the criticism of private schools made by Professor Sharp in his article in the November number of the Atlantic monthly entitled "Patrons of democracy."

286. **Hand, William H.** High school manual for teachers. Revised and rewritten. 1918. Columbia, S. C., The State Company, printers, 1919. 116 p. 8°.
287. **Hubertson, Amanda Labarca.** La escuela secundaria en los Estados Unidos. Santiago (Chile), Soc. imp. i lit. Universo, 1919. 325 p. plates, charts. 12°.
288. **Jackson, George L.** A study of failures in the first semester of the ninth grade in 110 Michigan high schools. American school board journal, 60: 32-33, 115, February 1920.
Results of an investigation made by the Research committee of the Michigan schoolmasters club during the first semester of the school year 1917-18.

NORMAL TRAINING.

289. **Brown, H. A.** Practice teaching in the state normal school. Elementary school journal, 20: 449-58, February 1920.
Presents a plan for supervised teaching.
290. **Cary, C. P.** The normal school product of Wisconsin. Wisconsin journal of education, 52: 39-45, February 1920.
Gives the weaknesses of normal school graduates from the viewpoint of superintendents, principals, supervisors, and the students themselves, and concludes with some recommendations for improving the normal schools.
291. **Clement, J. H.** The specific preparation of teachers. School and home education, 39: 124-27, February 1920.
The need among teachers of specific instruction as to the meaning of education.
292. **Foght, Harold W.** College course in state normal schools. School education, 39: 16-18, February 1920.
Inaugural address of the president of the Northern normal and industrial school at Aberdeen, South Dakota, dealing with normal school standards and South Dakota's needs.
This address is given in full in The Exponent for January 17, 1920, which is published by the Northern normal and industrial school at Aberdeen, S. Dak.
293. **Wiley, George M.** The necessity of a constructive programme for teacher training. Journal of the New York state teachers' association, 6: 266-72, January 1920.
Speaks particularly of conditions in New York state. Thinks that two of the biggest problems that we must face immediately in our educational programme are the reorganization of the salary schedule of normal schools and a radical modification of the normal school curricula.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

294. **Buck, Philo M., jr.** The unreconstructed professor. Review, 2: 154-55, February 14, 1920.
295. **Callaway, P. P.** What teachers must know and give publicity to in the present teacher crisis. Missouri school journal, 37: 51-56, February 1920.
The need of a publicity campaign in order that the public may know the exact situation in regard to the teaching profession.
296. **Chancellor, William Estabrook.** The health of the teacher. Ohio teacher, 40: 223-27, January 1920.
The health of teachers and some suggestions for keeping well.
297. **Gilbert, Frank B.** The teachers' salaries and the fixation thereof by school authorities. [Albany, State department of education, 1920.] 15p. 8°.
Address before the Associated academic principals at Syracuse, N. Y., December 31, 1919.
298. **Heller, Otto.** The overpaid professor. School and society, 11: 121-25, January 31, 1920.
The relative over-payment of the medical teacher and "the under-payment, both relative and grimly absolute, of pedagogic talent in all, or nearly all, other lines of educational effort."

299. **Ireland, R. P.** Shall we double our efficiency or diminish it? *American school board journal*, 60: 27-28, February 1920.
After discussing the subject of teacher shortage and teachers' salaries the writer says that a most serious problem that comes before school authorities now is how experienced teachers now in service shall be treated.
300. **McConnell, J. M.** The state board of education; its relation to state institutions for the professional training of teachers. *School education*, 39: 14-16. January 1920.
Some of the problems of teacher training in Minnesota.
301. **Magnus, Philip.** The teachers' pension act. Fortnightly review, n. s., 107: 127-35, January 1920.
Teachers' pensions in England, and provisions of the School teachers' superannuation act of 1918.
302. **Pearson, F. B.** Teacher recruiting. *Ohio educational monthly*, 69: 27-31. January 1920.
Shows the need for idealizing the profession of teaching.
303. The perplexities of a professor; by himself. *Century*, 99: 404-8, January 1920.
304. **Pettijohn, J. J.** Shall teachers unionize? *Educational issues*, 1:116-19, January 1920.
The writer believes that it will be unfortunate for the schools and thereby for the country if teachers are forced to affiliate with organized labor or any other group-conscious organizations.
305. **Pittsburgh teachers association, Pittsburgh, Pa.** Salary campaign. Posterity's plea. S-O-S. Save our schools. Pittsburgh, Pittsburgh teachers association, 1920. 24 p. 8°. (Pittsburgh school bulletin. Extra edition.)
306. **Rich, Frank M.** Reconstruction in administrative policy. *American school board journal*, 60:30, February 1920.
Discusses the question of shortage of teachers. Is in favor of married women teaching, a federal employment bureau for teachers, and the scientific testing of candidates for teaching similar to the testing done in the Army. Says that if teachers are chosen scientifically, paid fairly and treated with appreciation, we shall probably not have much reason to find fault.
307. **Skaggs, E. B.** Is grade teaching a profession? *Educational review*, 59:105-12, February 1920.
A plea for better trained teachers in the grade schools. Says that the most difficult teaching position in our whole educative system is in the grades "and yet anybody can teach in the grades." Deplores the lack of men teachers in grade schools.
308. **Smart, Thomas J.** A program to meet the immediate shortage of rural teachers. *American journal of sociology*, 25:456-68, January 1920.
Says that the federal government should provide the leadership needed in organization, operation, and supervision of the training. Outlines a course of study and schoolroom practice.
309. **Sprowls, J. W.** On the bankruptcy of the teaching profession. *School and society*, 11:156-60, February 7, 1920.
Deals with the teaching profession, reasons why it is chosen as an occupation, the moving of teachers from one school to another, and raising the standards of scholarship and training now required for admission to the profession.
310. **Studensky, Paul.** Teachers' pension systems in the United States; a critical and descriptive study. New York, London, D. Appleton and company, 1920. xx, 460 p. 8°. (The Institute for government research. Studies in administration.)
Bibliography p. 441-54.
311. **Widdace, John A.** The schools and national security. *Utah educational review*, 13:179-82, January 1920.
President's address before the Utah educational association, December 22, 1919.
Says teaching must be made a profession with more efficient teaching and better salaries and that the teachers must establish within the hearts of the children a love for the use of truth for the upholding and developing of our democracy.

312. **Wilbur, Ray Lyman.** Remunerative extra university activities. School and society, 11:91-97, January 24, 1920.

An address delivered before the Association of American universities at their twenty-first annual conference held at Columbus, Ohio, November 7, 1919.

Discusses the following remunerative activities of university professors: expert testimony in court or elsewhere, work in the field or factory, outside work brought to the laboratory, practice of law, private practice of medicine, private consultation in engineering, and studies in municipal research, school administration, etc.

313. **Wright, Henry Parks.** The young man and teaching. New York, The Macmillan company, 1920. xiv, 211 p. 12°. (Vocational series, ed. by E. H. Sneath.)

Contains practical counsel for young men contemplating the profession of teaching as a life work. The suggestions regarding teaching in college and the matter of discipline are especially helpful.

HIGHER EDUCATION.

314. **Baebenroth, A. C.** Freshman orientation. Engineering education, 10:124-32, December 1919.

Bringing freshmen in touch with college ideals by means of lectures to the students on the various branches of learning.

315. **Corson, David B.** The claims of the new type junior college. Education, 40:327-39, February 1920.

Says that "the consideration of the junior college forces the conclusion that the high school will be extended and that its possibilities of service in the cause of democracy are very great." Briefly records the history of the junior college.

316. **Cross, Cleveland R.** The purpose of alumni organization. Oberlin alumni magazine, 16:100-103, February 1920.

317. **Guth, William W.** The post-war curriculum. School and society, 11:186-88, February 14, 1920.

The post-war curriculum for universities and colleges.

318. **Hibben, John Grier.** Save the preceptorial system. Princeton alumni weekly, 20: 353-55, January 21, 1920.

Princeton's unique teaching method endangered by lack of funds.

Extracts from President Hibben's annual report.

319. **McMurray, Orrin K.** University organization. University of California chronicle, 22: 22-32, January 1920.

320. **Nelson, C. Ferdinand.** Problems of democracy in university administration. Graduate magazine (University of Kansas), 18: 89-93, January 1920.

The democratic administration of universities in terms of the faculty.

321. **Prentiss, Henning W.** The University of Cincinnati; a municipal university. [n.p., 1919] 15p. plates. 8°.

322. **Sims, William S.** American college boys and subchasers. World's work, 39: 352-70, February 1920.

Work of college boys in the navy during the world war.

SCIENTIFIC RESEARCH.

323. **Hale, George Ellery.** Cooperation in research. Science, n. s. 51: 149-55, February 13, 1920.

Address given before the Royal Canadian Institute, Toronto, April 9, 1919.

SCHOOL ADMINISTRATION.

324. **Bruce, Andrew A.** State socialism and the school land grants. Harvard law review, 33: 401-19, January 1920.

Says that the danger to these grants lies in the temptation to invest recklessly in the securities of state and municipal owned industries, many of which are doomed to failure.

325. **Finegan, Thomas E.** A text book on New York school law including the revised education law, the decisions of courts and the ruling and decisions of state superintendents and the commissioner of education. Prepared for the use of city and school district officers, normal schools, training classes, teachers. 13th ed., rev. to Jan. 1, 1920. Albany, N. Y., M. Bender & company, inc., 1919. 341p. 8°.
326. **Folke, Gertrude.** Do school statistics speak? *American child*, 1: 211-16, November 1919.
The importance of having accurate enrollment and attendance statistics.
327. **Hackney, E. L.** A board of regents of education to unify and correlate the whole school system. *Kansas teacher*, 10: 7-10, February 1920.
Suggestions for the unification of educational work in Kansas.
328. **Hutainpillar, Jessie.** Vocational guidance and scholarships. *School and society*, 11: 125-39, January 31, 1920.
Advocates a law for the maintenance of scholarships for promising children in order that they may continue their education.
329. **Jernegan, Marcus W.** Compulsory education in the Southern colonies. *School review*, 28: 127-42, February 1920.
Discusses the question of the enforcement of the laws in Virginia. Second paper on compulsory education.
330. **Knapp, T. J.** Practicing democracy in school administration. *Educational administration and supervision*, 5: 463-74, December 1919.
331. **Magill, Hugh B.** The Smith-Towner educational bill. *Educational issues*, 1: 35-36, February 1920.
332. **Martin, A. S.** A National department of education. *American school board journal*, 60: 44-45, February 1920.
The dangers and shortcomings of the proposed federal aid to education as provided in the Smith-Towner bill.
333. **Myers, C. E.** A type of organization favoring democracy in education. *Educational administration and supervision*, 5: 491-97, December 1919.
Gives the constitution of the education association of the city of X, organized upon the suggestion of the Board of education, in order to harmonize the relations between the workers and the controlling forces.
334. **Wood, Will C.** Professional relationships of the city superintendent. *Sierra educational news*, 16: 17-19, January 1920.
Address before the Municipal league, Los Angeles, October 27, 1919.

SCHOOL MANAGEMENT.

335. **Bobbitt, Franklin.** Mistakes often made by principals. *Elementary school journal*, 20: 419-34, February 1920.
Second paper of series. Discusses insufficient amount of time given to the work of inspection; partiality in the treatment of teachers, pupils, or parents; attempting innovations of important character without having previously made sufficient preparation for them, etc.
336. **Koos, Leonard V.** The plan of organization of the Green lake elementary school. *Elementary school journal*, 20: 435-48, February 1920.
Description of the plan of organization of an eight-year elementary school, Seattle, Wash.
337. **Wagner, Charles A.** Dividing the responsibility in supervision of instruction. *American school board journal*, 60: 43, February 1920.
The supervision of teaching by the principals.
338. ———. Supervision of instruction. *Educational review*, 59: 137-41, February 1920.
Says that if careful plans are made for the daily work, for recitation and for seat, and if the plans are faithfully followed out, the teacher has forestalled all faultfinding.

SCHOOL ARCHITECTURE.

339. **Hallett, E. S.** Air conditioning in school buildings. *National school building journal*, 1: 5-7, 19, November 1919; 2: 26-28, December 1919-January 1920.
 Paper read by the chief engineer of the Board of education, St. Louis, before the National association of school building officials in convention at Rochester, N. Y., November 13, 1919.
340. **Milligan, R. M.** The public school janitor and janitorial service. *National school building journal*, 2: 15-17, December 1919-January 1920.
 Paper read before the annual meeting of the National association of school building officials at Rochester, N. Y., November 13, 1919.

SCHOOL HYGIENE AND SANITATION.

341. **Cooper, Ruth D.** School medical inspection in Illinois. *School and home education*, 39: 133-35, February 1920.
342. **Hathaway, Winifred.** Manual for conservation of vision classes; a manual to assist in the establishing and conduct of classes for conservation of vision. New York [National committee for the prevention of blindness, inc., 1919]. 108p. front., illus. 8°. (On cover: National committee for the prevention of blindness publications, no. 18.)
343. **Kerr, James.** Tuberculosis and schools. *Child* (London) 10: 145-50, January 1920.
 Discusses tuberculosis in schools of England; its extent, its incidence, and its school treatment.
344. **Love, James K.** Diseases of the ear in school children; an essay on the prevention of deafness. Bristol, J. Wright and sons, ltd. [etc., etc.] 1919. 94 p. 12°.
345. **Rapeer, Louis W.** Rural health vs. city health. *American school board journal*, 60: 35-36, 115, February 1920.
 Gives the advantages of city and country from a health point of view. In conclusion, the writer says that, contrary to usual opinion, health conditions in the country are in general about as bad or worse than in our cities.
346. **A school sanitary survey.** *Public health nurse*, 12: 52-55, January 1920.
 Sanitary survey undertaken in the Kewaunee County (Wis.) public schools. Gives statistics and list of health charts.

PHYSICAL TRAINING.

347. **Browne, Thomas J.** Making future fighters fit. *High school journal*, 3: 39-42, February 1920.
 The physical defects of high school pupils and some suggestions for their remedy.
348. ———. Physical education. Chapel Hill, N. C., Pub. by the University, 1919. 5 p. 8°. (University of North Carolina. Extension leaflets, vol. 3, no. 4, December 1919.)
 The problem of better physical development for children and adults in North Carolina.
349. **Elmore, Emily Warren.** Why many girls dislike physical training. *Mind and body*, 26: 394-97, February 1920.
 Gives some suggestions for making gymnastics more attractive.
350. **Great Britain.** Board of education. Syllabus of physical training for schools, 1919. London, H. M. Stationery office, 1919. 229 p. 12°.
351. **Holmes, P. K.** Is physical education worthy of academic credits. *School and society*, 11: 160-64, February 7, 1920.
 In favor of giving credit for work in the gymnasium.
352. **Stecher, William A.** Essentials of physical education in city schools. *American physical education review*, 25: 8-10, January 1920.
 Address before the Educational congress of the Pennsylvania state department of public instruction, Harrisburg, Pa., November 19, 1919.
 I. The aim.—II. Fundamentals for sound physical health.—III. Space and equipment.—IV. The administration of physical education work.

SUMMER CAMPS AND SCOUTING EDUCATION.

353. **Hamilton, A. E.** Summer camp as education for leisure. *Pedagogical seminary*, 26: 372-90, December 1919.
The contribution of the summer camp for boys in the molding of character.
354. **Russell, James E.** Scouting education. *Journal of education*, 91: 87-89, January 22, 1920.
355. **Snedden, David.** The special objectives of scouting for girls. *School and society*, 11: 181-86, February 14, 1920.
Notes of an address given before the sixth National convention of girl scouts, Philadelphia, January 16, 1920.

SOCIAL ASPECTS OF EDUCATION.

356. **Clow, Frederick B.** Principles of sociology with educational applications. New York, The Macmillan company, 1920. xiv, 436 p. 12°. (Brief course series in education, ed. by Paul Monroe)
357. **Gilbert, I. B.** Social organization of the Grand Rapids union high school. *Moderator-topics*, 40: 324-25, February 5, 1920.
I. Student council.—II. Class organizations.—III. Club organizations.—IV. Athletic sports.—V. School parties.—VI. School finances.—VII. The unionite.—VIII. School honors.—IX. Scholarship funds.—X. Parent-teacher association.
358. **Hewitt, Charles C.** Education for brotherhood. *Journal of education*, 91: 123, 133, January 29, 1920.
Developing the feeling of brotherhood through the different subjects of the curriculum.
359. **O'Shea, M. V.** Fathers as companions of their children. *Social progress*, 4: 453-55, February 1920.
The writer says that the American father is not a good fellow with his children. The relations between most fathers and sons concern finances and discipline almost wholly. A plea that the father play a more intimate role in the life of his children.
360. **Preston, Josephine Corliss.** Community centers. *American school*, 6: 12-13, January 1920.
Community center activities in the State of Washington.
361. **Stoops, R. O.** The Joliet, Illinois, plan of community physical training and recreation. *School and home education*, 39: 127-30, February 1920.
362. **Taylor, Carl C.** The social survey, its history and methods. Columbia, Mo., University of Missouri, 1919. 91 p. 8°. (The University of Missouri bulletin, vol. 20, no. 28. Social science ser. 3)
"Bibliography": p. 84, 88.
363. **Teaching**, vol. 4, no. 9, December 1919. (The parent-teacher association)
Contains: 1. Mrs. J. K. Coddington: The National congress of mothers and parent-teacher associations, p. 6-8. 2. Mrs. A. C. Neighbors: Parent-teacher association of the Kansas state normal, p. 9-10. 3. H. M. Culter: How to organize a parent-teacher association, p. 10-12. 4. Hazel K. Stiebeling: Physical care and health, p. 12-14. 5. C. R. Phipps: The home project, p. 14-15. 6. M. L. Smith: Visual education, p. 16-17. 7. J. C. DeVos: Suggestions for parent-teacher association, p. 17-19. 8. H. D. McChesney: Play and recreation, p. 19-20. 9. Pelagius Williams: Local history, p. 20-22. 10. W. H. Carothers: Competent democracy through education, p. 24-30.

CHILD WELFARE.

364. **Weeks, Mary H.** The kind of cooperation which the National congress of mothers and parent-teacher associations offers for child welfare. *Child-welfare magazine*, 14: 139-41, January 1920.
Discusses the value of the congress as a medium for big child welfare activities.
365. **Wolfson, Theresa.** People who go to beets. *American child*, 1: 217-39, November 1919. illus.
A study of migratory labor in the Michigan sugar-beet fields showing the effect of migration upon the school attendance and education of the children.

MORAL EDUCATION.

366. **Farr, Elsie W.** Character building the need. Opportunity for the teachers. School, 31: 201-202, January 22, 1920.

Thinks the two greatest needs of American citizens today is self control and the desire to serve their fellow men. Shows how instruction in character building can be started in the kindergarten and continued throughout school life.

367. The possibilities of ethical instruction through literature. English leaflet, 20: 1-9, January 1920.

RELIGIOUS EDUCATION.

368. **Graves, Frank Pierrepont.** What did Jesus teach? An examination of the educational material and method of the Master. New York, The Macmillan company, 1919. xi, 195 p. 12°.

A series of studies originally prepared for a normal-training class for leaders of groups of University of Pennsylvania students engaged in a discussion of the life of Christ during the Lenten season. The book includes full lists for supplementary reading.

MANUAL AND VOCATIONAL TRAINING.

369. **Aldrich Fred C.** Operating a school foundry. Manual training magazine, 21: 203-206, February, 1920. illus.

370. **Bach, Richard P.** Industrial art; a part of America's reconstruction job. General federation magazine, 19: 15-16, January 1920.

Tells of our great need of schools for designers. Says, "To hesitate to train designers to turn out the best for the American markets is to waste material, effort, money and the precious time we have lost in depending upon Europe so long."

371. **Donnelly, F. P.** The injustice and futility of vocational training. America, 22: 357-58, February 7, 1920.

The injustice to the elementary schools and the injustice to the trades.

372. **Elliff, J. D.** The philosophy of vocational education. High school quarterly, 8: 77-82, January 1920.

373. **MacDonald, D. J.** Fostering self-directive ability in pupils. Industrial-arts magazine, 9: 46-50, February 1920.

Shop work and suggestions for fostering in the pupils the disposition and ability to proceed with the work unassisted.

374. **Nichols, Henry W.** Some of the opportunities open to the textile school. Prepared for the meeting of the Textile section of the American society of mechanical engineers, held in New York, December 4, 1919. Boston, Wright & Potter printing co., State printers, 1919. 11 p. 8°.

VOCATIONAL GUIDANCE.

375. **Barton, George E.** Teaching the sick; a manual of occupational therapy and re-education. Philadelphia and London, W. B. Saunders company, 1919. 163p. front. 12°.

376. **Kitson, Harry D.** Vocational guidance and the theory of probability. School review, 28: 143-50, February 1920.

Says that quantitative statements in vocational guidance must be couched in terms of probability. Only thus can a scientific mode of procedure be developed.

377. **Pattison, H. A.** Occupational therapy and vocational guidance for the tuberculous. Modern medicine, 2: 10-17, January 1920. illus.

Read before the National society for the promotion of occupational therapy, at Hull House, Chicago, September 8, 1919.

378. **Reil, Minnie.** Vocational guidance. A central bureau for New York city. Bulletin of high points, 1: 3-12, December 1919.

Says that in order to unify the vocational guidance work in New York city and to prevent waste and inefficiency, a central bureau is necessary. Gives the special aims of the central bureau and the aims of vocational counselor in each school.

379. **Sanford, C. M.** Vocational guidance. School news and practical educator, 33: 305-307, February 1920.

Shows the necessity of our schools rendering the best possible service in guiding our young people vocationally, so that in choosing their vocations they may be guided by the right motives.

AGRICULTURAL EDUCATION: HOME ECONOMICS.

380. **Johnston, Ross B.** Rural clubs for boys and girls. Survey, 43: 457-58, January 24, 1920.

Discusses the work of the government agricultural clubs.

381. **Snedden, David.** Vocational homemaking education: some problems and proposals. New York city. Teachers college, Columbia university [1919]. 36 p. 8°. (*On cover:* Teachers college bulletin, 11th ser., no. 1. September 1919)

Also in Teachers college record, 20: 407-40, November 1919.

382. **Vermilye, Elizabeth.** The training of children as a part of laboratory work in home management. Journal of home economics, 12: 28-34, January 1920:

Discusses the project undertaken at the University of Minnesota in the spring and summer quarters of 1918-19.

383. **Winslow, Emma A.** An experiment in socializing home economics education. Journal of home economics, 12: 26-28, January 1920.

Discusses the question of bringing home economics students into closer touch with real life-problems. Study based on an investigation by the Committee on home economics of the New York charity organization society, in the summer of 1919.

COMMERCIAL EDUCATION.

384. **Lyon, Leverett S.** A survey of commercial education in the public high schools of the United States. Chicago, Ill., The University of Chicago [1919]. ix, 60 p. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, vol. II, no. 5, September 1919, whole no. 12.)

385. **McCrea, Roswell C.** Commercial training for the consular service. Columbia university quarterly, 21: 273-83, October 1919.

PROFESSIONAL EDUCATION.

386. **Boardman, H. P.** Engineering education. Engineering education, 10: 133-39, December 1919.

Discusses the report on engineering education by Prof. Charles R. Mann.

387. **Dock, George.** The social trend in medicine. Journal of the American medical association, 74: 293-97, January 31, 1920.

Effects of the war on institutions of learning; problems confronting physicians. Trades unions and medicine, etc.

388. **Foote, John.** The teaching of materia medica to nurses. Trained nurse and hospital review, 64: 109-11, 205-7 February, March 1920.

Outlines course in materia medica.

389. **Hare, Hobart A.** The teaching of therapeutics. Journal of the American medical association, 74: 378-80, February 7, 1920.

Emphasizes the lack of training in pharmacy of embryo practitioners. Need for the teaching of practical therapeutics.

390. **Higbee, F. G.** College shop instruction. Engineering education, 10: 169-74, January 1920.

Says that the purpose, function, and operation of the college shop should be established on "a basis designed to provide a broad training in the business of manufacturing, to teach the *why* rather than the *how* of shop production, and to afford the opportunity of acquiring this training and experience in a laboratory of shop training conducted on a commercial basis."

391. **Rorty, James.** What publicity might do to remedy the shortage of student nurses. American journal of nursing, 20: 388-94, February 1920.

392. **Schill, Anna M.** Present day problems in hospital training schools. Trained nurse and hospital review, 64 : 123-26, February 1920.
Says that one of the most perplexing problems at the present time is the shortage of candidates for the training school who can meet the educational requirements demanded in Michigan.
393. **Stockard, Charles R.** The laboratory professor and the medical sciences in the United States. Journal of the American medical association, 74 : 229-35, January 24, 1920.
Gives the proportion of scientifically trained men in the faculties. Discusses the difficulties of attracting the medical graduate into the laboratory subjects.
394. **Turner, Charles R.** Seventy-five years of dental education and legislation in the United States. Dental cosmos, 62 : 56-64, January 1920.
395. **Young, L. E.** Business training in mining and metallurgical curricula. Engineering education, 10 : 152-68, January 1920.
Shows the necessity of mining courses with economic aspects. Answers the objections made to economics as a required subject in mining courses.

CIVIC EDUCATION.

396. **American historical association.** Committee on history and education for citizenship. Report of the secretary and papers read at the Conference on the Report of the Committee on history and education for citizenship in the schools, Cleveland, December 29, 1919. Historical outlook, 11 : 73-83, February 1920.
Reported by Daniel C. Knowlton.
Contains: 1. M. L. Bonham: Application to conditions in the South, p. 75-76. 2. F. S. Bogardus: The new course of study and the teachers' training schools, p. 76-79. 3. C. A. Coulomb: The proposed course of study for elementary schools, p. 81, 83.
397. **Bond, Beverley W., jr.** Technical education and citizenship. School and society, 11:271-76, March 6, 1920.
398. **Brooks, Eugene C.** Education for democracy; ed. by Lyman P. Powell. Chicago, New York, Rand McNally & company [1919] viii, 263 p. 12°.
399. **Hagedorn, Hermann.** You are the hope of the world; an appeal to the girls and boys of America. New and rev. ed. New York, The Macmillan company, 1920. 108 p. 16°.
400. **Rhees, Euah.** The teacher and the national life. Journal of the New York state teachers' association, 6: 272-74, January 1920.
Says our task is to awaken in the children loyalty to American ideals, through right understanding of our history and of what democracy means.
401. **Smith, Payson.** Education and citizenship. Simmons college review, 2: 79-81, January 1920.
An abridged transcript of an address before the College at the Founder's day convocation, October 28, 1919.
Says education must produce in our citizenship the qualities of intelligence, obedience, and individual responsibility. It must show the necessity of work and the need for cooperative effort.
402. **Thomason, Calvin C.** Applied patriotism. Teaching citizenship through social problems. Survey, 43: 532-34, February 7, 1920.
An experiment made in the James John high school of Portland, Oreg.

AMERICANIZATION OF IMMIGRANTS.

403. **Ale, Ada G.** Teaching the foreign-born. English journal, 9: 13-19, January 1920.
The principal of the Washington evening school, Trenton, New Jersey, tells of her experiences in teaching English and citizenship to foreigners.
404. **Americanism and Americanization.** School education, 39: 8-10, January 1920.
A symposium of significant statements of definition written for School education by national leaders of thought and action. Includes statements by P. P. Claxton, Governor Lowden, Marlon L. Burton, and others.

405. **Davis, Philip, ed.** *Immigration and Americanization; selected readings, compiled and edited by Philip Davis, assisted by Bertha Schwartz.* Boston, New York [etc.] Ginn and company [1920]. xii, 77 p. 8°.

This book aims to cover the field of immigration and Americanization from every possible point of view, subject to the limits of a single volume. It is particularly designed to meet the needs of high schools, colleges, universities, and chautauquas. The selections from prominent writers comprised in the volume are grouped under the following headings: History, causes, and characteristics of immigration; The new immigration; Effects of immigration; Immigration legislation. Americanization: Policies and programs; Distribution; Education; Naturalization and citizenship; Americanism. The concluding features are an appendix and a bibliography.

406. **National Americanization conference, Washington, D. C.** *Methods of teaching English to foreign born.* Salient points made by committee appointed at National conference. *Americanization*, 2: 1, 13, October 1, 1919.

MILITARY TRAINING.

407. **Kelly, F. J.** *Lessons from the S. A. T. C.* Kansas teacher, 10: 10, 12, 14-15, February 1920.

Discusses the question in the light of experiences at the University of Kansas.

408. **Lanier, Henry W.** *Let us not forget: how to get better citizens and a potential citizen army.* *World's work*, 39: 380-84, February 1920.

Details of a plan for universal military training and citizenship. Discusses establishment of line, staff, vocational, and correspondence schools. "While the main job," says the writer, "is to give these hundreds of thousands each year the basic personal equipment of effective soldiers, much of the instruction will be of value in everyday life."

EDUCATION OF SOLDIERS.

409. **Borglum, Solon H.** *The A. E. F. School of fine arts. I. Sculpture and architecture.* *Century*, 99: 201-8, December 1919.

Following the cessation of hostilities in France, the War department joined with the Y. M. C. A. in creating a school of fine arts for the men of the A. E. F. Mr. Borglum was one of the organizers of this work.

410. **Enard, Paul.** *Toiling through the dark; a treatise on the re-education of blinded soldiers ... With a preface by Eugène Brieux ...* Baltimore, Md., Red cross institute for the blind [1919]. 66 p. 4°. (Publications of the Red cross institute for the blind, ser. I, no. 6. November 10, 1919.)

411. **McMurtrie, Douglas C. ed.** *Abstract-catalogue of literature on the war blinded.* Baltimore, Md., Red cross institute for the blind [1919]. 82 p. 4°. (Publications of the Red cross institute for the blind, ser. I, no. 5. July 1, 1919.)

412. **Muttkowski, Richard A.** *Some educational ideas of the A. E. F. America*, 22: 319-21, January 31, 1920.

The teaching of French by the demonstrative method and the offering of a general survey of the field of knowledge by the capsule method.

EDUCATION OF WOMEN.

413. **Women's intercollegiate association for student government.** *Proceedings of the Conference ... Twelfth annual meeting, Wilson college, Chambersburg, Pa., November 20-22, 1919.* 37 p. 8°. (Dorothy W. Smith, secretary, Bryn Mawr, Pa.)

CONTENTS.—I. Attitude of students toward self-government.—II. Relation of faculty and students.—III. Extent of the power of the college authorities over self-government.—IV. The machinery of self-government.—V. Chapel.—VI. Extent to which student government association regulates all student activities.—VII. Social life.—VIII. Publicity.

414. **Burdick, Anna Lelior.** *Trade and industrial education for girls and women.* Iowa alumnus, 17: 200-202, January 1920.

The status of vocational training for girls and women as it exists in the United States to-day.

415. *Fifty years of co-education.* Michigan alumnus, 26: 193-97, January 1920.
Co-education at the University of Michigan.

416. **Hoerle, Helen C., and Saltzberg, Florence B.** *The girl and the job.* New York, Henry Holt and company, 1919. 266 p. 12°.

This book is intended to help teachers of girls in the upper grades of the elementary schools and in the first years of the secondary schools, in interesting pupils in their choice of a vocation.

417. **Taft, Helen.** Does America need college women? *Collier's weekly*, 65:7, 30, 32, January 31, 1920.

NEGRO EDUCATION.

418. **Huffington, J. Walter.** Supervision of colored schools in Maryland. Baltimore, Issued by State department of education [1919] 35 p. 8°.

EXCEPTIONAL CHILDREN.

419. **National association for the study and education of exceptional children.** Bulletin, vol. 1, no. 2, January 1920.
Contains.—1. E. E. Allen: An exceptional blind boy, p. 1-2. 2. H. W. Hurt: Individual differences among "boys," p. 2-3. 3. A. C. Jelly: Some problems a medical inspector is asked to solve, p. 3-9. 4. S. D. Levy: Juvenile delinquency, p. 9-11. 5. C. A. MacCall: A child welfare department in the public schools, p. 11-14.
420. **Baker, George M., and others.** "Opportunity work." Kentucky high school quarterly, 5: 73-85, January 1920.
Bibliography on sub-normal and super-normal children, p. 82-85.
Gives citations from city school reports showing what is being done along the line of "opportunity classes."
421. **Cornell, W. B.** The new state law relating to retardation of public school children and its application. Ungraded, 5: 55-59, December 1919.
Read before the section for the study of backward and mentally deficient children, New York state teachers' association, Albany, N. Y., November 26, 1919.
422. **Fernald, Walter E.** A state program for the care of the mentally defective. New York City, National committee for mental hygiene, inc., 1919. 8 p. 8°.
Reprinted from *Mental hygiene*, vol. 3, no. 4, October 1919.
Read at the Child's welfare conference called by the Children's bureau of the Department of labor, and held at Washington, D. C., in May 1919.
423. **Hodgins, Frank Egerton.** Report on the care and control of the mentally defective and feeble-minded in Ontario. Toronto, Printed and pub., by A. T. Wilgress, 1919. 236 p. 8°.
424. **Hollingworth, Leta S.** Special disabilities that contribute to retardation in school status. Ungraded, 5: 49-54, December 1919.
An address delivered before the section for study of retarded children of the New York state teachers' association, Albany, November 24, 1919.
425. **Levitas, Arnold.** Handicrafts for wayward boys. *School-arts magazine*, 19: 335-39, February 1920. illus.
Handicrafts for wayward boys at the New York House of Refuge on Randall's Island.
426. **Roe, W. Carey.** Reading and language development. *Volta review*, 22: 80-84, February 1920.
Reprinted from *The teacher of the deaf*, London, England.
The acquisition and use of language by the deaf child.
427. **Smith, Leon O.** Omaha's experiment in acceleration of school children. *Omaha public schools* (Omaha, Nebr.), 1: 3-4, November 1919.
Tells of the organization and work of Omaha's classes for superior children.
428. **Whipple, Guy M.** Classes for gifted children; an experimental study of methods of selection and instruction. With the coöperation of Dr. T. S. Henry, Dr. H. T. Manuel and Miss Genevieve Coy. Bloomington, Ill., Public school publishing company [1919]. 151 p. 12°.

LIBRARIES AND READING.

429. **American library association.** Papers and proceedings of the forty-first annual meeting . . . held at Asbury Park, N. J., June 23-27, 1919. Chicago, Ill., American library association, 1919. p. 97-430. 4°. (*Its Bulletin*, vol. 13, no. 13, July 1919.)
Contains: 1. J. H. Leete: Reaching all classes of the community, p. 111-17. 2. J. B. Davis: The high school library of the next decade, p. 126-30. 3. Andrew Keogh: Advanced library training for research workers, p. 166-67. 4. Col. E. L. Munson: Libraries and reading as an aid to morale, p. 184-87. 5. F. K. Walter: Training for the librarian of a business library, p. 273-76. 6. Mary E. Robbins: Training teacher-librarians in normal schools, p. 279-81.

430. **Almack, John C.** The reading interests of junior high school students, with special emphasis upon history. *American schoolmaster*, 13: 5-14, January 16, 1920.
431. **Koch, Theodore Wealey.** Books in the war; the romance of library war service. Boston and New York, Houghton Mifflin company, 1919. xix, 388 p. plates. 8°.
432. **Morgan, Joy E.** The high-school library and the teacher-librarian movement. *School and society*, 11: 188-91, February 14, 1920.
433. **Thomson, J. Allan.** Proposal for a dominion scheme of libraries of science and technology. *New Zealand, journal of science and technology*, 2: 353-65, December 1919.
Discusses the "poverty of the libraries in scientific and technological literature." Advocates accessions to the dominion and other libraries of New Zealand.
434. **Van Hoesen, Henry B.** Libraries in the army educational program. *Education*, 40: 343-51, February 1920.
Placing library service on a permanent and adequate basis in the regular army.
435. **Williams, Talcott.** Lincoln the reader. *American review of reviews*, 61: 193-96, February 1920.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

436. *Community Americanization; a handbook for workers.* By Fred Clayton Butler. Washington, 1920. 82 p. plates. (Bulletin, 1919, no. 76.)
437. *Educational directory, 1919-20.* Washington, 1920. 7 pts. (Bulletin, 1919, no. 71.)
The Educational directory, 1919-20, is in seven parts, viz: Part 1, Government educational activities; Part 2, Public school systems; Part 3, Higher education; training of teachers; Part 4, Special schools; Part 5, Summer school directors; Part 6, Libraries and museums; Part 7, Miscellaneous educational organizations, etc.
438. *How much does higher education cost?* By Edwin B. Stevens. Washington, 1919. 30 p. (Higher education circular, no. 17).
439. *Proceedings of the fourth annual meeting of the National council of primary education, Chicago, Ill., February 25, 1919.* Washington, 1920. 53 p. (Bulletin, 1919, no. 69).
440. *The public school system of Memphis, Tennessee. Parts 5 and 7.* Washington, 1920. 2 v. (Bulletin, 1919, no. 50.)
Part 5, Music. 74 p.—Part 7, Health work. 45 p.
441. *The reorganization of the first courses in secondary school mathematics; a preliminary report by the National committee on mathematical requirements.* Washington, 1920. 12 p. (Secondary school circular no. 5, February 1920.)
442. *Schools and classes for feeble-minded and subnormal children, 1918; schools and classes for the blind, 1917-18; schools for the deaf, 1917-18; prepared by the Statistical division of the Bureau of education under the supervision of H. R. Bonner.* Washington, 1920. 3 v. (Bulletin, 1919, no. 70, 78, 79.)
Advance sheets from the Biennial survey of education in the United States, 1916-1918.

NEW PERIODICALS.

- Educational record.* Vol. 1, no. 1, January 1920. Published quarterly. American council on education, 818 Connecticut avenue, Washington, D. C. (Samuel P. Capen, editor.)
- National school building journal.* Vol. 1, no. 1, May 1919. Published monthly. 527-533 Minnesota street, St. Paul, Minn. (R. J. Bradley, editor.)
- Virginia teacher.* Vol. 1, no. 1, February 1920. Published monthly. Normal Station, Harrisonburg, Va. (James C. Johnston, editor.)
- Visual education.* Vol. 1, no. 1, January 1920. Published monthly. 327 S. La Salle street, Chicago, Ill. (Nelson L. Greene, editor.)

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1920, No. 14

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

APRIL, 1920



WASHINGTON
GOVERNMENT PRINTING OFFICE
1920

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—Scientific research—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Moral education—Religious education—Manual and vocational training—Vocational guidance—Home economics—Commercial education—Professional education—Civic education—Americanization—Military training—Education of soldiers—Training of disabled soldiers—Education of women—Exceptional children—Education extension—Libraries and reading—Bureau of Education; Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

443. **New England association of colleges and secondary schools.** [Papers read at the meeting held at Boston, Mass., December 5-6, 1919] Education, 40: 395-446, March 1920.

Contains: 1. S. S. Colvin: The purposes and methods of psychological tests in schools and colleges, p. 404-16. 2. Raymond Dodge: The educational significance of the army intelligence tests, p. 417-28. 3. A. L. Jones: The place of psychological tests in the admission of students to college, p. 429-31. 4. G. B. Churchill: The attitude of the Massachusetts legislature towards standards for degree-giving institutions, p. 432-46.

444. **Ontario educational association.** Proceedings of the fifty-eighth annual convention . . . held in Toronto, April 21-24, 1919. Toronto, The Ryerson press, 1919. 528 p. 8°. (Robert W. Doan, secretary, Toronto, Ontario)

Contains: 1. James Buchanan: President's address [Current educational conditions in Ontario] p. 117-28. 2. H. J. Cody: [Recent educational legislation in Ontario] p. 133-43. 3. P. P. Claxton: Education for the new world after the war, p. 144-64. 4. O. C. J. Withrow: Social hygiene, p. 169-79. 5. A bird lovers' club in every school, p. 212-23. 6. J. M. Dorey: The grafonola in the school, p. 230-35. 7. W. F. Moore: Criticisms of the present public school readers, with recommendations in regard to new ones, p. 255-57. 8. Cora Winchell: The challenge of the reconstruction period to the field of home economics, p. 272-83. 9. Miss H. S. G. Macdonald: Some reconstruction thoughts on the elementary curriculum, p. 284-92. 10. Thomas Bengough: Manual arts, forward! p. 300-306. 11. F. J. Conboy: Dental service in relation to the health and progress of the child, p. 316-26. 12. F. J. Munn: The reason for the prevalence of underdevelopment in children, p. 327-33. 13. Bruce Taylor: Unconscious education, p. 371-82. 14. M. A. Buchanan: Spanish in our universities and schools, p. 397-411. 15. J. F. Van Every: The war and the teaching of history, p. 436-48. 16. C. E. Jamieson: Methods in shorthand, p. 451-59. 17. S. Silcox: Educational tests and measurements, p. 474-84. 18. D. J. Goggin: The function of the library in the training of teachers, p. 490-97.

EDUCATIONAL HISTORY AND BIOGRAPHY.

445. **Famous schools and their stories.** Teacher's world (London, England).

CONTENTS.—1. Halleybury, 22: 869, 871, February 18, 1920. 2. Rugby, by a recent head of the school, 22: 965, 967, March 3, 1920. 3. Repton, 22: 1053, 1055, March 17, 1920.

A series of illustrated historical and descriptive articles. To be continued.

446. **Knight, Edgar W.** The academy movement in the South. [Chapel Hill, N. C., 1920] 58 p. 12°.

Reprinted from the High school journal, vol. 2, nos. 7 and 8, November, December, 1919, and vol. 3, no. 1, January, 1920.

447. **Sheldon, Winthrop D.** Why education failed to educate Henry Adams. Sewanee review, 28: 54-65, January-March, 1920.

A criticism of the autobiography of Henry Adams: "The education of Henry Adams." Says that the ideal aim of all true education is to produce thinkers, men of vision and not mere scholars.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

448. **Capen, Samuel Paul.** Educational bills before Congress. Educational record, 1: 3-29, January 1920.

A digest of the pending Congressional bills affecting education.

449. **Staples, O. B.** The public schools of Rifle, Colorado; a survey. [Grand Junction, Colo., Sentinel press] 1920. 92 p. incl. tables, diagrs. 12°.

450. **Winchester, Mass. Committee of fifteen.** Report of committee of fifteen on public schools. [Winchester] 1919. 37 p. 8°.

FOREIGN COUNTRIES.

451. **Barker, Ernest.** The Calcutta university commission. Edinburgh review, 231: 97-114, January, 1920.

A review of the report of the commission, published with appendices in 13 volumes.

452. **Clark, Donald.** Some remarks on the relationship of the technical schools to the university. Education gazette and teachers' aid (London) 20: 8-10, January 20, 1920.

Educational conditions in England described.

453. **Davis, E. Jeffries.** A school of foreign affairs. New Europe, 14: 73-77, February 5, 1920.

Says that if the people of Great Britain are to be enabled to control their own foreign policy and to contribute anything of value to the public opinion of the civilized world, better provision must be made for the study of recent history and contemporary foreign affairs. Discusses the project of a national school of foreign affairs to be located in London, and its possible relations to the University of London. Compares the French École libre des sciences politiques to the British plan.

454. **Ferroni, Giacomo.** L'emigrazione e la scuola. *Rivista pedagogica*, 12: 424-41, July-September, 1919.
Discusses the educational aspects of emigration from Italy.
455. **McNicoll, W. Ramsay.** Present-day education in England. *Education gazette and teachers' aid* (London) 20: 11-14, January 20, 1920.
Gives an historical summary of education in England. Emphasizes the subject of teachers' salaries and superannuation schemes.
456. **Simpson, J. H.** The first reform in education. *Contemporary review*, 117: 238-44, February, 1920.
Discusses reforms in English secondary schools; teachers' salaries; methods of teaching the classics, etc.
457. **Society for the promotion of national education, India.** Report for the year 1919. Adyar [etc.] India, The Society for the promotion of national education, 1919. 120, 21 p. front., plates. 8°
458. **Tonini, Quintilio.** La scuola popolare nel Trentino. *Rivista pedagogica*, 12: 411-23, July-September, 1919.

EDUCATIONAL THEORY AND PRACTICE.

459. **Boys**; by R. S. V. P. *Atlantic monthly*, 125: 339-51, March, 1920.
The writer of this article holds that for adequate development boys must have danger, vigorous physical struggle, and quick result. Therefore, in setting up any new community ideals we must give the superfluous energy of boys sufficient occupation to insure them a sense of power, struggle, and achievement.
460. **Bryan, E. B.** Basic principles. *Progressive teacher*, 26: 27-29, March; 30-31, April, 1920.
First and second in a series of six articles. The German philosophy of education and its results and the necessity of Christian education.
461. **Burton, Marlon L.** What must the schools do? *Moderator-topics*, 40: 355-56, February 19, 1920.
Says our schools must demand accuracy, they must awaken and modernize their students and they should be centers of training in integrity.
462. **Patri, Angelo.** The new school. *N. E. A. bulletin*, 8: 7-9, March, 1920.
Address delivered before the Department of superintendence, N. E. A., Cleveland, Ohio, February, 1920.
The characteristics of the New school.
463. **Slocum, S. E.** The keepers of the city. *Educational review*, 59: 189-98, March, 1920.
Says that the whole problem of teaching must be approached from the standpoint of "the welfare and possibility of the child, rather than from external considerations such as the apparent utility of particular subjects."

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

464. **American psychological association.** Report of the Committee on the academic status of psychology. A survey of (I) General and experimental psychology; (II) Child psychology; (III) Applied psychology. Iowa City, Iowa, Printed by the Committee, December, 1919. 31 p. 8°.
Members of the committee: B. T. Baldwin, chairman; V. A. C. Henmon, C. H. Judd, Margaret F. Washburn, C. S. Yoakum.
465. **Crane, Frank.** What to like and how to like it. *Red Cross magazine*, 15: 28-31, February, 1920.
Says the first and greatest of all the hindrances to the human mind is indifference. The door of culture is open to every one. All that is necessary is to learn to like what you ought to like.
466. **Dunn, Courtenay.** The natural history of the child; a book for all sorts and conditions of men, women, and children. New York, John Lane company, 1920. 316 p. 12°.
Also published by Sampson Low, Marston & co., London, England.
An introduction to child study, treating of the child before he was, his ancestry, his early life—legal infancy, name, environment, language, school days, schooling, development, play, religion, mental condition, naughtiness, and afflictions.
467. **Guerlin de Guer, Ch.** Observations psycho-pédagogiques. Forçage de mémoire et suggestion. *Revue pédagogique*, 76: 1-26, January, 1920.

468. *Psychological bulletin*, vol. 16, no. 9, September, 1919. Child and educational psychology number, ed. by B. T. Baldwin.

Contains: General reviews and summaries.—1. David Mitchell: Child psychology, p. 299-316. 2. C. T. Gray: Educational psychology, p. 315-33.

469. Simon, Th. *Démonstrations de psychologie et de pédagogie expérimentales: premiers essais dans les écoles normales d'instituteurs et d'institutrices de la Seine*. *Revue pédagogique*, 75: 395-423, December, 1919.

EDUCATIONAL TESTS AND MEASUREMENTS.

470. Beeson, M. F. The value of standardized educational tests to the teacher. Greeley, Colo., State teachers college, 1919. 14 p. 8°. (Educational reconstruction, series 1, no. 3, June 1919.)

471. Boring, Edwin G. The logic of the normal law of error in mental measurement. *American journal of psychology*, 31: 1-33, January, 1920.

472. Drummond, W. B. A Binet scale for the blind. *Edinburgh medical journal*, 24: 16-31, January, 1920.

To be continued.

473. Fischer, Aloys. *Sprachpsychologische untersuchungsmethoden im dienst von erziehung und unterricht*. *Zeitschrift für pädagogische psychologie und experimentelle pädagogik*, 20: 334-47, September-November, 1919.

To be continued.

474. Handschin, C. H. Tests and measurements in modern language work. *Modern language journal*, 4: 217-25, February, 1920.

475. Harper, Roland M. A graphic method of measuring civilization, and some of its applications. *Scientific monthly*, 10: 292-305, March, 1920.

Also separately reprinted.

Presents two graphs: One showing *education* curves; the other *occupation* curves. Says that education and occupation are the two most promising criteria for making civilization curves. Thinks it feasible for "the census demographers to recognize several grades of education instead of only two, separating those who have been through high school or college from those who have not, and so on, or simply to ascertain how many years of schooling such person has had."

476. Herring, John P. Derivation of a scale to measure abilities in scientific thinking. *Journal of educational psychology*, 10: 417-32, November, 1919.

477. Maxwell, C. B., *Dean*. Standards by which our educational system should be judged. *Wyoming school journal*, 16: 174-20, February, 1920.

The standards by which our educational system should be judged are (1) Does adequate provision for educational opportunity exist from the kindergarten through the university? (2) Does our educational system provide equal opportunity for all individuals? (3) Is there adequate provision for the elimination of illiteracy and for the enlightenment of our citizenship on the principles of democracy? (4) Is adequate provision made for a constructive program of physical education? (5) Is adequate provision furnished for the training of teachers? (6) Is adequate financial support given to the schools to make it possible for them to meet the demands of our new democracy?

478. Murdoch, Katharine. The measurement of certain elements of hand sewing. New York city, Teachers college, Columbia university, 1919. 120 p. fold. charts. 8°. (Teachers college, Columbia university, Contributions to education, no. 103)

479. Noble, Ellis L., and Arps, George F. University students' intelligence ratings according to the Army alpha test. *School and society*, 11: 233-37, February 21, 1920.

Results of the tests as administered to the students of Ohio state university.

480. Waldron, John. Standards or tests by which the superintendent may judge of the efficiency of his schools. *Catholic educational review*, 18: 153-63, March, 1920.

Read at the meeting of the superintendents' section of the Catholic educational association.

Tests of efficiency for Catholic schools.

481. Wallin, J. E. W. The problems confronting a psycho-educational clinic in a large municipality. *Mental hygiene*, 4: 103-36, January, 1920.

Describes the work of the St. Louis psycho-educational clinic. Presents statistics of intelligence diagnoses of the pupils assigned to special schools, etc.

SPECIAL METHODS OF INSTRUCTION.

482. **Branom, Mendel E.** The project problem method in history. Historical outlook, 11: 107-10, March, 1920.
483. **Justice, W. Arthur.** Visual instruction in the public schools of Evanston, Ill. Visual education, 1: 12-31, January, 1920.
484. **Kilpatrick, William H.** Teaching by the project method. School and home, 1-4, Winter, 1920.
Extract from an address delivered before the Pennsylvania state teachers' association.
485. **Oberholtzer, Ellis P.** The moving picture—obiter dicta of a censor. Yale review, 9: 620-32, April, 1920.
486. **Teaching**, vol. 5, no. 1, January, 1920. (The project method of instruction)
Contains: 1. H. G. Lull: The function of the project, p. 3-11. 2. Achaah Harris: First-grade project: A Christmas present for father, p. 11-15. 3. Ruby Minor: A school magazine project, p. 15-19. 4. Katherine Morrison: Industrial art, p. 19-21. 5. Jennie Williams: Belgian interpreted through local environment, p. 21-23. 6. Florence G. Billig: A study in lawn planning, p. 23-29.
487. **Whitcomb, Fred C.** The general project method of teaching the industrial arts. Industrial-arts magazine, 9: 131-35, April, 1920.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

488. **Dickinson, Dick.** The importance of vocabulary in reading. Elementary school journal, 20: 537-46, March, 1920.

LITERATURE.

489. **Leo, Brother.** Teaching the essay. Catholic school journal, 19: 419-20, 434, February, 1920.

ENGLISH AND COMPOSITION.

490. **Burbank, E. D.** Phonetics in the elementary grades for teachers of normal children. Volta review, 22: 113-16, 217-20, March, April, 1920.
First of a series of articles on the subject which will be published in successive numbers of this magazine.
491. **Cook, Luella B.** Business English or English in business. English journal, 9: 80-87, February, 1920.
Discusses the teaching of "business English" by assigning themes on familiar subjects with the purpose of "arousing the students to observe the interesting in business life."
492. **McDonough, Julia G.** Co-operation in normal school English. American schoolmaster, 13: 51-57, February, 1920.
Bibliography: p. 56-57.

MODERN LANGUAGES.

493. **Davidson, Percy E.** German language legislation and the spirit of American education. School and society, 11: 301-10, March 13, 1920.
Condemns as un-American any state legislation forbidding the teaching of any foreign language.
494. **Hills, E. C.** Has the war proved that our methods of teaching modern languages in the colleges are wrong? A symposium. Modern language journal, 4: 1-13, October, 1919.
A paper read at the general sessions of the Association of modern language teachers of the Central west and South, at Chicago, May 10, 1919.
495. **Ruppenthal, J. C.** English and other languages under American statutes. American law review, 54: 39-90, January-February, 1920.
The second half of this article deals with present legal requirements regarding the use of English and foreign languages in the public and private schools of the various states.
496. **Seybolt, Robert Francis.** The teaching of French in colonial New York. Romanic review, 10: 364-76, October-December, 1919.

497. **Warshaw, J.** The utility of teaching devices. *Modern language journal*, 4: 105-13, December, 1919; 155-70, January, 1920.
Teaching devices in modern language work.

ANCIENT CLASSICS.

498. **Brewster, Ethel Hampson.** Modern antiquities. *Classical weekly*, 13: 121-26, February 16, 1920.

This paper was read at a meeting of the Philadelphia classical league, February, 1919.

After showing how modern institutions are a development of ancient ideas, the writer says that the guiding principle in teaching the classics should be the dependence of the present upon the past.

499. **Carlisle, J. O., and Hamilton, D. E.** Latin in the schools of Ontario. *School* (Toronto, Canada), 8: 366-70, March, 1920.

The first of a series of articles on this subject.

500. **Dwight, Walter.** "What's the use of Latin?" *America*, 22: 477-78, March 13, 1920.

The value of Latin in mastering literary English, its value in the professions, and its practical value.

501. **Harley, Lewis B.** Educational ideals of to-day. *School and society*, 11: 310-13, March 13, 1920.

Also in part in *Classical weekly*, 13: 142-43, March 3, 1920, under the title "Humanistic tendencies to-day."

The educational tendency in France and England toward humanistic culture.

502. **Houghton, Herbert P.** A college course in classical culture. *Educational review*, 59: 181-88, March, 1920.

Recommends the establishment in colleges of a department of classical culture and civilization. The writer outlines a four years' course in both Roman and Greek culture.

HISTORY.

503. **Ohio history teachers' association.** Sixth annual session, Columbus, November 14-15, 1919. *Ohio history teachers' journal*, no. 16: 119-41, January, 1920.

Contains: 1. Inez Orbison: The use of magazines in the teaching of history, p. 119-24. 2. C. C. Kohl: A suggested program for teaching America's part in the great war for the high school, p. 125-30. 3. H. C. Hockett: The method and aims of modern historians, p. 131-40.

See also item 254 in the March issue of this record.

504. **Haskins, Charles H.** L'histoire de France aux États-Unis. *Revue de Paris*, 27: 654-72, February 1, 1920.

This article, by Professor Haskins, of Harvard, estimates the work of prominent American writers of French history, and shows the courses in the history of France offered by some of the larger institutions of higher education in the United States.

505. **Laprade, William T.** Concerning the teaching of history. *Educational review*, 59: 219-25, March, 1920.

506. **Schlesinger, Arthur M.** The history situation in colleges and universities, 1919-20. *Historical outlook*, 11: 103-106, March, 1920.

507. **Yeomans, Edward.** A teacher of history. *Atlantic monthly*, 125: 369-77, March, 1920.

Says that the important thing about a teacher of youth is his personal radiative power as an illuminant along the highways which his pupils have to travel. Almost all of us have gone through life without catching fire from a source like the model teacher described in this article—"a source where high emotions glow, burn, sparkle, flame up into passionate, resolute, and tireless effort to refine the ore of life."

GEOGRAPHY.

508. **Branom, Fred K.** Some important phases of geography. *School science and mathematics*, 20: 157-65, February, 1920.

Emphasizes the importance of teaching geography; presents the advantages of the problem-project method.

509. **Brigham, Albert Perry.** Geography and the war. *Journal of geography*, 19: 89-102, March, 1920.

Given as the president's address before the National council of geography teachers, at a joint session with the Association of American geographers, St. Louis, December, 1919.

510. ——— The present-day demand for geography. *Journal of education*, 91: 231-32, February 26, 1920.

511. **McConnell, W. E.** What changes should be made in our methods of teaching high school geography? *School science and mathematics*, 20: 117-24, February, 1920.
Advocates the teaching of applied regional geography, and the free use of carefully thought out problems.
512. **Teaching the geography of the Balkans.** *Journal of geography*, 19: 103-13, March, 1920.
Gives bibliographical references.
518. **Thomas, Helen Goss.** The new geography. *Educational review*, 59: 236-48, March, 1920.
Says: "The new geography proposes to teach the subject on the basis of the natural geographic divisions of the earth, beginning with the simple facts which the youngest student can comprehend, adding the details as fast as the growing mental capacity will admit, and correlating the facts taught with those of history and ethnography."

SCIENCE AND MATHEMATICS.

514. **Association of mathematics teachers of New Jersey.** Committee of the first-year high school mathematics. Report. *Mathematics teacher*, 12: 61-74, December, 1919.
To be concluded. Gives a syllabus of first-year mathematics.
515. **Bowden, Garfield A.** Possibilities of home work in general science. *General science quarterly*, 4: 319-30, January, 1920.
Presented at the Chicago meeting of the Central association of science and mathematics teachers, November 29, 1919.
516. **Clark, Bertha May.** Democracy—its common heritage and its common obligations as taught by general science. *General science quarterly*, 4: 335-42, January, 1920.
517. **Millikan, Robert A.** Present needs of science instruction in secondary schools. *School science and mathematics*, 20: 101-4, February, 1920.
Says that he desires to see a group of students who plan to take a full high school course begin in the second year a three-year course in the fundamental sciences of physics, chemistry, and biology.
518. **Vestal, C. L.** What should the physics teacher know? *School science and mathematics*, 20: 151-56, February, 1920.
Expresses the opinion that we shall gradually come to the project method "in practically all our science teaching, so that no one text can possibly contain the course."

NATURE STUDY.

519. **Hadley, Theodosia.** The relation of nature-study to boys' and girls' club work. *Nature-study review*, 16: 54-61, February, 1920.
Some of the ideals and advantages of nature-study and club work for boys and girls.

MUSIC.

520. **Association of presidents and past presidents of the state and national music teachers association.** Fifth annual report, fifth annual meeting at Chicago, Ill., July 8-9, 1919. 55 p. 8°. (Arthur L. Manchester, secretary, 203 W. Boulevard, Mexico, Mo.)
Contains: The university and applied music [by] J. L. Erb, p. 8-12.
521. **Kies, Paul P.** The teaching of opera librettos. *English journal*, 9: 71-79, February, 1920.
Outlines a course in the teaching of opera librettos, based on the writer's experience in the Sherman county (Kansas) high school.
522. **Knapp, George Edwin.** Music and education. *Wyoming school journal*, 16: 110-16, December, 1919.
The importance of the study of music as one of the arts, its consideration as an educational subject, and the necessity of giving attention to the appreciation of music.
523. **MacBain, Jeannie M.** Play ways in musical training. *School music review and competition festival record* (London) 28: 153-56, March 1, 1920.
Continued from February number. Discusses mental or ear training.

524. **Maynard, Gertrude.** The music problem. Kindergarten and first grade. 5: 9-11, 52-55, 99-102, 130-39, January, February, March, April, 1920.

To be continued.

The music problem in the kindergarten.

ELOCUTION.

525. **National association of teachers of speech.** [Papers read at the 1919 convention, Chicago, December 29-31, 1919] Quarterly journal of speech education, 6: 1-96, February, 1920.

Contains: 1. E. C. Mable: Opportunities for service in departments of speech, p. 1-7. 2. Smiley Blanton and Margaret G. Blanton: The development of the defects of speech, p. 33-43. 3. A. M. Drummond: A countryside theatre experiment, p. 44-47. 4. C. H. Woolbert: Speech and the learning process, p. 55-75. 5. J. W. Reeves: College entrance credits in speech, p. 79-83.

526. **Bullowa, Alma M.** Speech training in Hunter college high school. Quarterly journal of speech education, 6: 24-32, February, 1920.

THRIFT.

527. **Lenney, Teresa M.** Thrift-training in education. Educational review, 59: 199-205, March, 1920.

Shows what the public schools are doing in the way of thrift training and conservation of health.

KINDERGARTEN AND PRIMARY SCHOOL.

528. **Almira M. Winchester.** Kindergarten and first grade, 5: 120-21, March 1920.

An appreciation by P. P. Claxton, Nina C. Vandewalker, and Elizabeth Harrison.

529. **Bristol, Ruth L.** Vital experiences in the kindergarten. School and home, 5-8, Winter, 1920.

Some experiences in the Ethical culture kindergarten (New York City) where the aim is liberty for each individual to develop his powers to the greatest degree possible, in order that he may render the largest service to mankind, and unity, in the whole group, so that all may have an active interest in each, and may develop a feeling of responsibility and of service toward each other.

530. **Goodlander, Mabel B.** Education through experience. A continuation of the "experimental" primary class. School and home, 12-19, Winter, 1920.

531. **Rafter, Augustine L.** Primary penmanship in the public schools of Boston. American penman, 37: 244-47, March, 1920. illus.

Boston's experiment in muscular movement for primary grades.

532. **Temple, Alice.** The kindergarten-primary unit. Elementary school journal, 20: 498-509, March, 1920.

Gives an account of what the school of education has done, both in its college department and its elementary school, "to bring the work of the kindergarten into organic relationship with that of the rest of the school." To be concluded.

RURAL EDUCATION.

533. **Cook, Katherine M.** Rural supervision in the United States. American school board journal, 60: 29-30, March, 1920.

The concluding article in a series on the supervision of rural schools.

534. **Finney, Ross L. and Schafer, Alfred L.** The administration of village and consolidated schools. New York, The Macmillan company, 1920. xi, 296 p. diagrs. 12°.

In the preparation of this book, its authors claim to have held constantly in mind these two considerations: first, the progress which is likely to occur in education in the near future, and to which the village principal must adapt himself; secondly, the technique of administering schools as they actually are. The book is intended for principals of small schools and for normal students in training for the principalship.

535. **Ise, John.** What is rural economics? Quarterly journal of economics, 34: 300-12, February, 1920.

Concludes that the tendency of the future should not be, and will not be, to combine economic and agricultural matters in any composite course on "farm economics." The tendency will be, not only to separate rural economics and farm management, but even to split rural economics up into a number of subjects or courses.

536. **Lewis, H. Claude.** What the course of study should be and do for consolidated rural schools. *Journal of education*, 91:289-91, March 11, 1920.

Includes a suggestive plan of vitalized education for consolidated rural schools.

537. **McCreedy, Samuel Broadfoot.** Rural science reader. Boston, New York [etc.] D. C. Heath & co. [1920] xiv, 310 p. plates, illus. 12°. (Rural education series, ed. by H. W. Foght).

This book represents in story form how the boys and girls in rural schools, under the guidance of inspiring teachers, may be instructed through the use of ready-to-hand material and their own activities. "Rural science" as used in the title has a wide scope, including problems involving the social, economic, and pedagogical sciences as well as agriculture.

538. **Ohio. Department of public instruction.** A study of rural school conditions in Ohio. (Columbus, Ohio, The F. J. Heer printing co., 1920. 175 p. illus. 8°. (Rural school bulletin.)

Prepared by Vernon M. Riegel.

CONTENTS.—Legislative history.—The one-room school.—Supervision.—Centralization and consolidation.—Community activities and extension work.—The rural high school.—The county normal school.

539. **Rapeer, Louis W., ed.** The consolidated rural school. New York, Chicago [etc.] Charles Scribner's sons [1920] xiii, 545 p. illus., plates. 8°.

CONTENTS.—1. National and rural consolidation.—2. The American rural school.—3. Community organization and consolidation.—4. Rural economics and consolidation.—5. School administration and consolidation.—6. The growth of consolidation.—7. A visit to a consolidated school.—8. The consolidated-school site and its use.—9. The consolidated-school building.—10. The teacherage.—11. Transportation of pupils at public expense.—12. Methods and facts of consolidation.—13-14. The curriculum of the consolidated school.—15. Rural-life needs in English instruction.—17. Learning processes of country children.—18. The teaching process in the consolidated school.—19. The country girl and the consolidated school.—20. Rural recreation and consolidation.—21. The difficulties of consolidation.—22. The new consolidated school.—Bibliography on consolidation.

Chapter 2 of this book is by P. P. Claxton; chapter 3, by Warren H. Wilson; chapter 4, by T. N. Carver; chapters 6 and 11, by A. C. Monahan; chapter 8, by A. C. Monahan and the editor; chapters 7 and 19, by Katherine M. Cook; chapter 12, by six contributors; chapter 21, by L. J. Hanifan. The remaining chapters are by the editor, Dr. Rapeer.

SECONDARY EDUCATION.

540. **Albers, George R.** The high school assembly. An extract. *Western journal of education*, 26:4-6, February, 1920.

The value of the high school assembly.

541. **Browne, Thomas J.** Health and happiness in high schools. *High school journal*, 3:67-69, March, 1920.

How the health and happiness of all high school pupils may be increased by means of systematic play, wholesome athletic sports, and proper gymnastic exercises as a part of the regular high school curriculum.

542. **Cozzens, James G.** A democratic school. *Atlantic monthly*, 125:383-84, March, 1920.

The writer is a fourth-form boy in the Kent school at Kent, Conn. He declares that the school of which he is a member has proved to the satisfaction of all concerned that its system is the only practical answer to the various problems discussed by Mr. Parmelee in his article. A boarding-school inquiry, in the *January Atlantic*. The system employed in the Kent School is described.

543. **Finch, Charles E.** Junior high school study tests. *School review*, 28:220-26, March, 1920.

The purpose of the four tests given was (1) to make students aware of certain things that they ought to know about studying, and to create a desire for instruction in the best way of studying; (2) to suggest to teachers both class needs and individual needs as the basis of possible and desirable lines of instruction.

544. **Gile, D. C.** Elimination of nonessentials. *Western teacher*, 28:193-96, February, 1920.

Nonessentials in high school studies.

545. **Harris, James H.** High school fraternities and sororities. *Journal of education*, 91:232-34, February 26, 1920.

The high school fraternity problem and its solution. Believes that the solution is to acknowledge the existence of fraternities and then regulate and control them.

546. **Lyman, R. L.** The Washington junior high school, Rochester, N. Y. School review, 28: 178-204, March, 1920.

The Junior high endeavors "to correlate cultural and vocational courses to serve a double purpose, keeping all the pupils possible in line of educational advance, and giving to those who must leave school early some vocational guidance and the foundations of trade efficiency." Describes elaborately the curriculum; the ungraded vocational program under the Smith-Hughes act for boys and girls who must enter industry early; etc.

547. **Mackie, Ransom A.** Education during adolescence; based partly on G. Stanley Hall's Psychology of adolescence. With an introduction by G. Stanley Hall. New York, E. P. Dutton & company [1920] xv, 222 p. 12°.

Bibliography of books and articles by other authorities: p. 193-218.

548. **Snyder, Morton.** The individual pupil as the unit of supervision in high schools. School review, 28: 205-19, March, 1920.

Says that the individual pupil as the fundamental unit in supervision has been lost sight of through a variety of causes. Emphasizes supervised study; and advocates personal promotions on the basis of specific subjects passed, and "a timetable which will permit not only a wide variety of combinations based on individual elections, but also prompt adjustments, up or down, as the need is revealed."

NORMAL TRAINING.

549. **Bigelow, M. A.** Preparation of teachers of sex-education or social hygiene education. General science quarterly, 4: 363-68, January, 1920.

Paper read at New Jersey science teachers association, November 1, 1919.

550. **Burnham, Ernest.** Adequate rural teacher preparation. Journal of the New York state teachers' association, 7: 14-20, February 15, 1920.

The present situation in respect to scarcity of rural teachers, tenure, salaries, etc.; the programme for the training of teachers in local training classes, agricultural colleges, universities, state normal schools, etc.

551. **Fitzpatrick, Edward A.** Problems before the normal schools of Wisconsin. School and society, 11: 246-51, February 28, 1920.

A paper read at the All-normal school conference, Madison, Wis., January 22, 1920.

552. **Flynn, Harry E.** Teacher training in state high schools. School education, 39: 6-7, March, 1920.

Excerpts from the annual report of the state director of teacher-training departments in Minnesota state high schools.

553. **Henmon, V. A. C.** The extension of the courses in normal schools. What is the teacher-training situation in Wisconsin? Wisconsin journal of education, 52: 77-80, March, 1920.

Address at the recent meeting of the Wisconsin normal school association at Madison on the inadequate preparation of teachers for secondary schools in Wisconsin. Does not approve of the plan of normal schools having three and four year courses for the preparation of high school teachers.

554. **Lockhart, John C.** Teacher-training in high schools. High school journal, 3: 69-71, March, 1920.

Paper presented before the State association of county superintendents, Raleigh, N. C., November 25, 1919.

555. **Osborne, Oliver M.** Training teachers of agriculture. Inter-mountain educator, 15: 158-63, December, 1919.

556. **Williams, Oscar H.** The training of the rural teacher. Educator-journal, 20: 367-73, March, 1920.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

557. **Aley, Robert J.** College salaries. Educational review, 50: 244-49, March, 1920.

558. **Brainard, P. P.** The first step toward a united organization of teachers. School and society, 11: 217-20, February 21, 1920.

559. **Condit, A. T.** Men teachers in the public schools. School index, 6: 190, February 20, 1920.

Read before the Cincinnati schoolmasters' club, January 10, 1920.

The need of men in the administrative and executive positions of our schools.

560. **Farley, Belmont.** From a school teacher himself to school teachers themselves. Popular educator, 37: 368-69, 416, March, 1920.

The writer thinks that the reason for low salaries rests with the teachers themselves. Says that it is time for the teacher to quit complaining and begging and go to work. Fear and egotism on the part of teachers are the chief characteristics causing present conditions.

561. **Howard, C. A.** The salary schedule. Its construction and administration. American school board journal, 60: 27-28, March, 1920.

562. **Kock, Henry E., comp.** A critical situation in administration. American school board journal, 60: 36-38, 101, March, 1920.

Opinions of some of the foremost authorities in educational administration on the question: "Why do not more men of ability enter the teaching profession?" Information gathered by a committee of the Cincinnati schoolmasters' club.

563. **St. John, C. W.** The professional status of the teacher. Porto Rico school review, 4: 12-17, February, 1920.

Address delivered at the annual meeting of the Porto Rico teachers' association, December 27, 1919.

The status of the teacher is discussed under the following headings: (1) Professional spirit, attitudes and service. (2) Permanence of the teaching personnel. (3) Suitable salaries, and (4) Suitable education and professional preparation of teachers.

564. Should teachers affiliate with organized labor? I. The affirmative, by Harry A. Overstreet. II. The negative, by David Snedden. Survey, 43: 736-37, March 13, 1920.

Speeches given as part of a debate held recently at the Hotel McAlpin, New York city, under the auspices of the Public education association.

565. **Woody, Clifford.** Some principles and factors to be considered in the construction of the salary scale. Northwest journal of education, 31: 201-204, March, 1920.

An address delivered at the meeting of the King county teachers' league, January 31, 1920.

HIGHER EDUCATION.

566. **Bulger, Charles.** The industrial worker as a college student. School and society, 11: 265-70, February 28, 1920.

A study of 86 typical cases at the Arts College of the Municipal university of Akron, Ohio.

567. **Clark, Thomas Arkle.** College activities. Delta Chi quarterly, 17: 24-25, March, 1920.

Number four in a series of articles by the dean of men at the University of Illinois. The relation of college activities to scholarship.

568. **Harvard revisited.** By a Harvard alumnus. Outlook, 124: 323-26, February 25, 1920.

Says that Harvard is distinguished at the present time for discipline in the best sense of the word, friendly association between faculty and student body, and democracy.

569. **Holliday, Carl.** Junior colleges—if. School and society, 11: 211-14, February 21, 1920.

The writer says that "if the junior college is to attract students and hold them; if it is to draw instructors of intellectual standing and scholarly training, it must be absolutely separate from the high school and the city school system in general; it must possess a separate equipment, a separate executive, a separate faculty, a separate board."

570. **Mitchell, U. G.** Student self government at the University of Kansas. Graduate magazine, 18: 123-29, February, 1920.

Taken from an address given before the college section of the Council of administration of the Kansas state teachers' association at Topeka.

571. **Stafford, Wendell Phillips.** The college a training school for public service. Scribner's magazine, 67: 323-27, March, 1920.

An address at the sesquicentennial of Dartmouth college, October 20, 1919, by Justice Stafford of the Supreme court of the District of Columbia.

572. **Stevens, William O.** Mark Hopkins or the Ph. D. Educational review, 59: 226-35, March, 1920.

Says that despite the enlargement of American scholarship, college teaching is markedly inferior to what it was in the days of Mark Hopkins. Criticizes the German influence on higher education. Makes a plea for better teaching.

SCIENTIFIC RESEARCH.

573. Angell, James Rowland. Organization in scientific research. Review, 2: 251-53, March 13, 1920.

In this article Dr. Angell, chairman of the National research council, describes the ends for which the council was created.

574. Livingston, Burton E. Constructive scientific research by cooperation. Science, n. s. 51: 277-83, March 19, 1920.

Prepared by request of the chairman of the division of biology and agriculture of the National research council.

575. The relationship of education to research in aeronautics. Nature (London) 105: 14-17, March 4, 1920.

Abridged from the report of the Committee on education and research in aeronautics, made to Winston S. Churchill, secretary of state for air, England.

SCHOOL ADMINISTRATION.

576. Burgett, Earl. The principal as a supervisor. Inter-mountain educator, 15: 201-206, January, 1920.

The value of supervision from the point of view of the superintendent, the principal, the teacher, etc.

577. Cary, C. P. The making of a state department of public instruction. School and society, 11: 336-43, March 20, 1920.

An address given at the Cleveland meeting of the Department of superintendence, N. E. A.

The types of service to be rendered by a state department of education, the size of a state department and qualifications of the persons employed, the state department and politics, etc.

578. Cody, Frank L. "Why is a supervisor?" American school board journal, 60: 54-55, 117, March, 1920.

The administrative, educative, and constructive work of the supervisor.

579. Delaware. State board of education. School code questionnaire; questions regarding the new school code answered plainly for the information of all school patrons and the citizens and taxpayers of the state of Delaware. [Wilmington, Issued by the Delaware state program] 1920. 53 p. 12".

580. Dewey, Henry B. Adoption and purchase of text-books. American school board journal, 60: 39-40, 117, March, 1920.

This is the third article in a series on Textbooks.

The selection of textbooks, features of a successful textbook, etc.

581. Dorsey, Susan M. [Principals as interpreters.] Western journal of education, 26: 7, February, 1920.

Extracts from an address at the Principals' club of Los Angeles, January 19, 1920.

Principals as interpreters of the community to their own schools and their own schools to the community, as interpreters of the board of education to the community and the schools, as interpreters of the superintendents' office to the teachers.

582. Edson, Andrew W. Leadership in the superintendent. American school, 6: 40-42, February, 1920.

Qualities of leadership which should be found in the man who heads the public school system.

583. Finley, John R. Concerning the schools of the state, their support and control. Journal of the New York state teachers' association, 7: 8-10, February 15, 1920.

Commissioner Finley stands for home rule for the schools; financial independence on the part of the board of education; separate tax-rolls and assessments for educational purposes; direct responsibility of the board of education to the people of the district; adequate compensation of teachers and the best possible teacher-training provision by the state.

584. For and against a federal secretary of education. Two views presented at the 1920 meeting of the Department of superintendence, National education association. School life, 4: 14-16, March 1, 1920.

Against a secretary of education, by William P. Burris, p. 14; For a secretary of education, by William C. Bagley, p. 15-16.

An abstract of the address by W. P. Burris is given in the American school board journal, 60: 47, March, 1920; and the address by William C. Bagley is printed in full in School and home education, 39: 153-57, March, 1920.

585. **Gilbert, Frank B.** Financial independence of boards of education. Journal of the New York state teachers' association, 7: 2-8, February 15, 1920.
Address before the Association of school boards and trustees at Auburn, N. Y., January 23, 1920.
Conditions in New York state.
586. **Hosic, James Fleming.** The democratization of supervision. School and society, 11: 331-36, March 20, 1920.
Analyzes the factors involved in democratic supervision: (1) a clear delimitation of the supervisory function; (2) genuine, constructive leadership; (3) adequate professional preparation of the supervisor; (4) scientific and impersonal standards by which to determine results; and (5) recognition of the human element.
587. **Maxwell, C. E.** Effective supervision. School and society, 11: 214-17, February 21, 1920.
588. **Morrison, Henry C.** The new education department in Massachusetts. Elementary school journal, 20: 516-19, March, 1920.
The department is made to approximate "the typical middle west state education office." Discusses the probable effects of Article Ixvi of the Constitution of 1918.

SCHOOL MANAGEMENT.

589. **Bliss, Don C.** Platoon schools in practice. Elementary school journal, 20: 510-15, March, 1920.
Describes the platoon plan of two of the schools in Montclair, New Jersey, involving the question of utilizing the space-saving element of the Gary plan and at the same time retaining the desirable features of the traditional type of school organization. Says that the Montclair plan means approximately a 25 per cent saving in building space.
590. **Hunter, Mary Alice.** A negative discussion of the sixty minute period for recitation and supervised study. Ohio educational monthly, 69: 80-84, March, 1920.
Read before the Ohio state teachers' association, Columbus, Ohio, December 30, 1919.
591. **Mutch, William James.** The profit and loss of a holiday. School and society, 11: 258-60, February 23, 1920
592. **Scott, W. L.** Should we spare the rod? Canadian magazine, 54: 371-76, March, 1920.
593. **Sechrist, Frank K.** Education and the general welfare; a textbook of school law, hygiene, and management. New York, The Macmillan company, 1920. xx, 443 p. plates, charts. 12".
The central theme of this textbook is the school as a part of community life and the individual child as the dominant interest of the school. It includes a study of the causes of illiteracy, child labor, and non-attendance.
594. Shall we cut out discipline? Outlook, 124: 320-23, February 25, 1920.
A symposium: 1. Good boys, bad boys, worse boys, by a teacher in a normal school, p. 320-21. 2. John Schoolboy vs. the drill sergeant, by C. K. Taylor, p. 321-23.
The first of these articles shows how inherent defects or lack of character, as well as lack of discipline, explain boy character in reform schools, while in the second Sergeant Taylor gives a lively illustration of what "John Schoolboy" can do through native initiative and cooperation.
595. **Smith, E. Sharwood.** The evil of examinations. Nineteenth century, 87: 320-30, February, 1920.
Discusses examinations in the secondary schools of England.
596. **Witham, Ernest C.** Age-made distribution. Journal of educational psychology, 10: 433-44, November, 1919.
The investigation covers a period of six years in a school system of from 1,500 to 2,000 children.

SCHOOL ARCHITECTURE.

597. **Council of the allied associations of public school teachers of Baltimore.** Bulletin no. 7. Report on the physical conditions of the elementary public schools of Baltimore city. [Baltimore, Md.] Issued under the editorial direction of W. H. Maltbie, February 28, 1920. 278 p. 8".
It is believed that the detailed statements in this report regarding school buildings fairly depict conditions as they existed in June, 1919. The total amount of change which has taken place since then does not apparently unfit the picture materially for present use.

598. **Stetson, Paul C.** Selling a building campaign. *Elementary school journal*, 20: 530-36, March, 1920.

Educational conditions in Muskegon, Michigan; school building program described.

SCHOOL HYGIENE AND SANITATION.

599. **Chicago, Ill. Department of health.** The division of child hygiene. *In its Report and handbook . . . for the years 1911 to 1918 inclusive.* Chicago, 1919. p. 490-591.

CONTENTS.—1. Medical inspection of schools.—2. School nursing service.—3. Physical examinations of school children.—4. School dental service.—5. Infant welfare service.—6. Recommendations for betterment of division.

600. A plea for the open-air school. *American journal of school hygiene*, 3: 84-86, December, 1919.

"By Berry Loudun, Washington, D. C."

PHYSICAL TRAINING.

601. **Association of institutions giving normal instruction in physical education.** Papers read at the meeting held in New York city, December 29, 1919. *American physical education review*, 25: 52-65, February, 1920.

Theme.—What are the requisite personal and professional qualifications of the physical training teacher? 1. From the standpoint of the State commissioner of education [by] L. N. Hines, p. 52-56; 2. From the standpoint of the State director of physical education [by] F. A. Rowe, p. 56-61. 3. C. W. Hetherington: The training of physical educators, p. 61-62. 4. Daniel Chase: What New York State wants in a physical training teacher, p. 62-65.

602. **Holmes, P. K.** Is physical education worthy of academic credit? *Educational review*, 59: 213-18, March, 1920.

Says that we are concerned about our mental illiteracy, but as yet we have not waked up to the seriousness of our "physical illiteracy." Argues for the necessity of physical training, and cites the reports of the Army officials to show the major and minor defects of the recruits.

603. **Paine, Jessie.** Progress toward physical fitness in the United States. *Child (London)* 10: 200-5, February, 1920.

Promotion of progressive State and Federal legislation for physical education in the schools.

604. **Storey, Thomas A.** War-time revelations in physical education. *American physical education review*, 25: 47-52, February, 1920.

Address at annual meeting of the American physical education association, Chicago, Ill., April 9-12, 1919.

SOCIAL ASPECTS OF EDUCATION.

605. **Hanifan, L. J.** The community center. Boston, New York [etc.] Silver, Burdett & company [1920] ix, 214 p. 12°. (Teacher training series, ed. by W. W. Charters.)

606. **Nason, W. C., and Thompson, C. W.** Rural community buildings in the United States. [Washington, Government printing office, 1920.] 36 p. illus. 8°. (U. S. Department of agriculture. Bulletin no. 825.)

MORAL EDUCATION.

607. **Autin, Albert.** L'enseignement de la morale. *Revue universitaire*, 29: 19-22, January, 1920.

608. **Parker, Samuel C.** Civic-moral teaching in French secular schools. *Elementary school journal*, 20: 520-29, March, 1920.

First paper of a series giving an account of the textbooks used in the French schools for civic-moral instruction, preceded by an account of the political, religious, and educational developments in France which created a need for the books, etc.

RELIGIOUS EDUCATION.

609. **Conference of church workers in universities.** Thirteenth annual conference, Chicago, January, 1920. *Christian education*, 3: 1-20, January, 1920.

610. **Betts, George Herbert.** The curriculum of religious education. Religious education, 15: 5-22, February, 1920.
A tentative standard for evaluating lesson series, p. 20-22.
611. **Blakely, Paul L.** The Smith-Towner bill and religious education. America, 22: 503-504, March 20, 1920.
612. **Cowles, May K.** The Van Wert plan of week-day religious instruction. Religious education, 15: 26-29, February, 1920.
An experiment conducted for the pupils of the elementary public schools of Van Wert, Ohio, by the Religious education board, composed of the pastor and two lay members of each co-operating church.
613. **Eggleston, Margaret W.** The use of the story in religious education. New York, George H. Doran Company [1920] 181 p. 12°
614. **Jacoby, Asher J.** Public school extension work in Bible study. Journal of education, 91: 227-29, February 26, 1920.
Course of study on the Bible for which credit is given in the schools of Elmira, N. Y.
615. **Schmauk, Theodore E.** How to teach in Sunday-school. Philadelphia, The United Lutheran publication house [1920] 296 p. 12° (Teacher-training handbook)
616. **Veach, Robert Wells.** The meaning of the war for religious education. New York, Chicago, Fleming H. Revell company [1920] 254 p. 12°.

MANUAL AND VOCATIONAL TRAINING.

617. **Bliss, Don C.** Commercial efficiency in manual training. Industrial-arts magazine, 9: 151-53, April, 1920.
Projects in manual training developed in the schools of Montclair, N. J.
618. **Cohen, David.** Changing ideals in industrial education. Educational foundations, 31: 362-69, February, 1920.
History of industrial education. Says "Starting in ancient times, nursed in the cloisters of the middle ages, industrial education has grown with the growth of democratic ideals and institutions."
619. **Haney, James Parton.** Art for use. American education, 23: 252-56, February, 1920.
Our neglect of industrial art education and the necessity for mobilizing our many agencies to aid the arts.
620. **Langworthy, Virgil B.** The training of industrial workers through industrial education. Vocationist, 8: 3-8, December, 1919.
Shows the great need for industrial workers since the war.
621. **Miles, H. E.** Making men while we make materials. Survey, 43: 700-5, March 6, 1920.
Work of the "vestibule schools" described. Estimates the cost of training workers in factories. Illustrated.
622. **Snedden, David.** The theory of the vestibule and upgrading vocational school. School and society, 11: 280-84, March 6, 1920.
Notes of an address made January 29, 1920, before the twentieth annual meeting of the National civic federation, New York.
623. **Tarbell, Ida M.** A school house in a factory. Red cross magazine, 15: 7-10, 64, March, 1920.
Educational work at the home of the National Cash Register at Dayton, Ohio.
624. **Vaughn, S. J.** The selection of equipments. Industrial-arts magazine, 9: 65-70, 116-19, February, March, 1920.
Parts VI and VII of a series of articles on "First aid to the inexperienced." Equipment for a grade woodworking shop.

VOCATIONAL GUIDANCE.

625. **Center, Stella Stewart, comp.** The worker and his work; readings in present-day literature presenting some of the activities by which men and women the world over make a living. Philadelphia and London, J. B. Lippincott company [1920] 350 p. plates. 12°.
This book was compiled to meet the needs of boys and girls who feel the urgent necessity of choosing the right vocation. The selections included do not aim primarily to convey knowledge of facts or processes, but to emphasize the human, social aspect of work, and to interpret it in its vital relations.

626. **National vocational guidance association.** Report of the Committee [on] community organization for vocational guidance. Education, 40: 447-52, March, 1920.
627. **Payne, Arthur Frank.** Vocational guidance: a review and program. Industrial-arts magazine, 9: 89-91, March, 1920.
The movement for vocational guidance in the past and a suggested program for the future.
628. **Reed, Anna Y.** The relation of vocational guidance to our teaching of science and mathematics. School science and mathematics, 20: 105-12, February, 1920.
Presents interesting case studies.

HOME ECONOMICS.

629. **Alexander, Virginia M.** Appropriate clothes for the high school girl. Denton, Texas, College of industrial arts, 1920. 28 p. illus. 8°. (College of industrial arts, Denton, Texas. Bulletin no. 74, February 1, 1920).

COMMERCIAL EDUCATION.

630. **Association of collegiate schools of business.** Papers and discussions of first meeting at Harvard university November 13, 14, and 15, 1919. Journal of political economy, vol. 28, no. 2, February, 1920.
CONTENTS.—1. W. E. Hotchkiss: The basic elements and their proper balance in the curriculum of a collegiate business school, p. 89-107; Discussion, p. 107-12. 2. Nathan Isaacs: The teaching of law in collegiate schools of business, p. 113-26; Discussion, p. 126-36. 3. L. C. Marshall: The relation of the collegiate school of business to the secondary-school system, p. 137-79; Discussion, p. 179-88.

PROFESSIONAL EDUCATION.

631. **Annual congress on medical education and licensure, Chicago, Ill., March 1-3, 1920.** Proceedings. Journal of the American medical association, 74: 757-61, 823-26, 909-13, 975-78, March 13, 20, 27, April 3, 1920.
Joint annual conference of the Council on medical education of the American medical association with the Association of American medical colleges and the Federation of state medical boards of the United States.
632. **Fessenden, Franklin G.** The rebirth of the Harvard law school. Harvard law review, 33: 493-517, February, 1920.
The writer's recollections of occurrences during the early years of Prof. Langdell's régime.
633. **Hatt, W. K.** On motivation. Engineering education, 10: 186-98, February, 1920.
Recent views upon the subject of motivation, and the methods of teaching that are expected to motivate the student.
634. **Powell, Louise M.** Student self-government in schools of nursing. American journal of nursing, 20: 471-79, March, 1920.
Says that in schools of nursing with university affiliation student self-government is a necessity.
635. **Sears, Frederick W.** Schools for health officers: what has been done at Syracuse. American journal of public health, 10: 155-59, February, 1920.

CIVIC EDUCATION.

636. **Ames, Edgar W.** The valley of dry bones. Journal of the New York state teachers' association, 7: 20-26, February 15, 1920.
Shows how the civics of the past has failed to make citizens and gives some suggestions for the civics of the future.
637. **Committee on history and education for citizenship in the schools.** Conference on the Report of the Committee on history and education for citizenship in the schools. Supplementary papers. Historical outlook, 11: 111-15, March, 1920.
Recommendations of the Committee for a four-year high-school course in history and Application of the recommendations to conditions in New England, by Herbert D. Foster.

638. **Fields, Harold.** Community civics. Bulletin of high points, 2: 17-30. January, 1920.
Means of motivating work in community civics as used in the Theodore Roosevelt high school of New York city.
639. **Kimball, Everett.** The national government of the United States. Boston, New York [etc.] Ginn and company [1920] 629 p. 8".
This book has a twofold character, that of a college text book in which institutions are described and analyzed, and that of a source book in which appear the actual words used by the U. S. Supreme court in expounding or limiting the powers of the government.
640. **Lowth, Frank J.** Localized and vitalized civics.—I. Normal instructor and primary plans, 29: 27-28, 75, April, 1920.

AMERICANIZATION.

641. **Butler, Fred C.** The immigrants—ourselves. General federation magazine, 19: 17-18, February-March, 1920.
The immigrant and a program for his Americanization.
642. **Carr, John Foster.** "Making Americans." A preliminary and tentative list of books. Library journal, 45: 200-12, March 1, 1920.
643. **Cohn, Caroline.** Experiments in community organizing in a public evening school as conducted in evening school No. 40, Manhattan. School and society, 11: 276-80, March 6, 1920.
The Americanization of the foreign-born. Outlines: (I) The aim and scope of organization; (II) Methods of procedure; and (III) Results observed and their values.
644. **Weber, S. E.** The kindergarten as an Americanizer. Educational review, 59: 206-12, March, 1920.
Says that admitting children to the public kindergarten one or two years earlier than they are now admitted to the first grade will hasten the process of Americanization.
645. **Weintrob, Joseph.** The evening school and Americanization. American school board journal, 60: 45-46, March, 1920.
Concluded in the April issue.
646. **Wilson, H. B.** Americanizing Americans. Sierra educational news, 16: 87-89, February, 1920.
647. **Woodward, Elizabeth Ash.** Americanization work of the kindergarten. Abolition of racial prejudices, barriers, and all that keeps the people in America apart. Kindergarten and first grade, 3: 80-92, March, 1920. illus.

MILITARY TRAINING.

648. **Ireland, Merritte W.** Physical and hygienic benefits of military training as demonstrated by the war. Journal of the American medical association, 74: 499-501, February 21, 1920.
Discusses the benefits of universal military training.

EDUCATION OF SOLDIERS.

649. **Borglum, Solon H.** The A. E. F. school of fine arts. II. Painting and illustrating. Century, 99: 689-98, March, 1920.
Continued from the issue for December, 1919.
650. **Menner, Robert J.** American soldiers in French universities. Sewanee review, 28: 19-30, January-March, 1920.
Says that the French educational system is characterized by extreme centralization and consequent lack of flexibility. "The university courses lead to degrees which permit their recipients to enter upon this or that particular profession, but the attainment of degrees requires work of such a special nature that foreigners can not profitably make them the goal of their studies."

TRAINING OF DISABLED SOLDIERS.

651. **Baldwin, Bird T.** The function of psychology in the rehabilitation of disabled soldiers. Psychological bulletin, 16: 267-90, August, 1919.
Describes the activities of the Army psychological service at Walter Reed hospital, Washington, D. C., in rehabilitating the disabled soldier. Discusses medical social work; occupational therapy, etc. Gives type cases.

652. **Sunne, Dagny.** Tests of discrimination and multiple choice for vocational diagnosis. Psychological bulletin, 16: 262-67, August, 1919.

Describes the use of the Yerkes "multiple choice apparatus" and the McComas "discrimination apparatus" to test disabled soldiers for the purpose of vocational diagnosis.

EDUCATION OF WOMEN.

653. **The awakening women of China.** In education, public activities and elsewhere signs of dawning order are apparent. Trans-Pacific, 2: 53-58, March, 1920. illus.

By Y. I. N.

654. **Lewis, Ida Belle.** The education of girls in China. New York city, Teachers' college, Columbia university, 1919: 92 p. fold. map. 8° (Teachers' college, Columbia university, Contributions to education, no. 104.)

655. **Suran-Mabire, Mme. C.** Le latin aux agrégations de l'enseignement secondaire féminin. Revue universitaire, 29: 23-30, January, 1920.

EXCEPTIONAL CHILDREN.

656. **Crouter, A. L. E.** War effects in schools for the deaf. Volta review, 22: 125-29, March, 1920.

The ill effects and the good effects of the war on schools for the deaf.

657. **Jelly, Arthur C.** Purposes and aims of special classes. Ungraded, 5: 32-38, November, 1919.

A medical inspector's views after seventeen years' work with special classes for backward children.

658. **Jones, Arthur J.** Who is the retarded child? School and society, 11: 241-46, February 28, 1920.

Says, in conclusion, that it is "time that we definitely discard the incorrect and misleading meaning of the term retardation as synonymous with overage and accept the more fundamentally correct meaning suggested in this article, and described by Dr. Witmer as 'psychological' retardation."

659. **Lewis, O. F.** Community help for boys and girls. Playground, 13: 564-70, March, 1920.

Presents a plan for reducing delinquency and crime in the communities by the application of principles and methods that we learned during the war.

660. **Patri, Angelo.** The child who falls. Red Cross magazine, 15: 35-39, February, 1920.

Illustrative stories based on actual incidents and happenings of school life, showing the work of the program teacher with children who are deficient in one or more subjects.

661. **Poull, Louise E.** The mental status of truants. Ungraded, 5: 1-3, October, 1919.

Bibliography: p. 8.

662. **Taft, Jessie.** The neurotic girl. Modern medicine, 2: 162-70, February 1920.

Says that many children who go to make up our incorrigibles could be saved by the public school. Discusses psychiatry and social work in schools.

EDUCATION EXTENSION.

663. **Kennedy, John B.** Real education à la mode. America, 22: 429-30, February 28, 1920.

The educational work of the Knights of Columbus in peace times.

664. **Sullivan, Oscar M.** Re-education of disabled civilians. School education, 39: 15-18, March, 1920.

Minnesota takes advanced position to provide re-education for disabled civilians. The director of the work in Minnesota tells of the system.

LIBRARIES AND READING.

665. **Johnson, Gertrude E.** Education through reading and declamation. Quarterly journal of speech education, 6: 43-54, February, 1920.

Read at the State teachers' convention, Milwaukee, Wis., November 7, 1919.

The writer believes that education through reading is not only possible but highly essential, while the educational advantages advanced for declamation are decidedly negative.

666. **Moore, Annie Carroll.** Books for young people. Bookman, 51: 86-92, March, 1920.
A discussion of old favorites and new ranging through a period of 200 years, from Robinson Crusoe to Jeremy.
667. **Poulson, Martin Wilford.** Conditions and needs of secondary school libraries in Utah. Salt Lake City, Utah, The University of Utah, 1919. 46 p. illus. 8°. (Bulletin of the University of Utah, vol. 10, no. 4. August, 1919)
An abridgment of a thesis presented in partial fulfillment of the requirements for the degree of Master of arts in the University of Utah.
668. **Walton, G. M.** The usefulness of libraries as an aid to teacher-training. American schoolmaster, 13: 57-60, February, 1920.
A paper read before the library section of the Michigan state teachers' association, October 31, 1919.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

669. The accredited secondary schools of the North central association; by Calvin O. Davis. Washington, 1920. 140 p. (Bulletin, 1919, no. 45)
670. Class extension work in the universities and colleges of the United States; by Arthur J. Klein. Washington, 1920. 48 p. (Bulletin, 1919, no. 62)
671. Educational institutions equipped with motion-picture projection machines. Washington, 1919. 20 p. (Extension leaflet no. 1, December 1919.)
672. Industrial schools for delinquents, 1917-18; prepared by the Statistical division of the Bureau of Education, under the supervision of H. R. Bonner . . . Washington, 1920. 53 p. (Bulletin, 1919, no. 52)
Advance sheets from the Biennial survey of education, 1916-1918.
673. Motion pictures and motion-picture equipment; a handbook of general information. By F. W. Reynolds and Carl Anderson. Washington, 1920. 18 p. (Bulletin, 1919, no. 82.)
674. Private high schools and academies, 1917-18; prepared by the Statistical division, Washington, 1920. 80 p. (Bulletin, 1920, no. 3)
Advance sheets from the Biennial survey of education in the United States, 1916-1918.
675. The problem of mathematics in secondary education. A report of the Commission on the reorganization of secondary education, appointed by the National education association. Washington, 1920. 24 p. (Bulletin, 1920, no. 1.)
676. The public school system of Memphis, Tennessee. Report of a survey made under the direction of the Commissioner of education. Parts 2-3. Washington, 1920. 191, 60 p. (Bulletin, 1919, no. 50)
Pt. 2: 1. The elementary schools.—2. The high schools. Pt. 3: Civic education.
677. The Rhodes scholarships; announcement for the United States of America, 1920. Washington, 1920. 4 p. (Higher education circular no. 19, March 1920.)
678. State Americanization. The part of the state in the education and assimilation of the immigrant; by Fred Clayton Butler. Washington, 1920. 26 p. (Bulletin, 1919, no. 77)
679. Teaching English to the foreign born; a teacher's handbook. By Henry H. Goldberger. Washington, 1920. 46 p. (Bulletin, 1919, no. 80.)

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BULLETIN, 1920, No. 15

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

MAY, 1920



WASHINGTON
GOVERNMENT PRINTING OFFICE
1920

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—Scientific research—School administration—School management—School-houses and grounds—School hygiene and sanitation—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Agricultural education; Home economics—Professional education—Civic education—Americanization—Education of soldiers—Education of women—Exceptional children—Reformatory education—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

- 680. American sociological society.** Papers and proceedings, fourteenth annual meeting . . . held at Chicago, Ill., December 29-31, 1919. The problem of democracy. Chicago, Ill., The University of Chicago press [1920] 295p. 8°. (*Its Publications*, vol. xiv)

Contains: 1. W. R. Smith: The problem of educating a democracy, p. 145-60; Discussion, p. 160-63. 2. David Snedden: Vocational factors in democratic education, p. 164-83; Discussion, p. 183-88. 3. Jane Addams: Americanization, p. 203-14; Discussion, p. 214-15. 4. Committee on teaching of sociology in the grade and high schools of America: Tentative report, p. 243-51. 5. Committee on the standardization of research of the American sociological society: Report, p. 252-59.

- 681. Carnegie foundation for the advancement of teaching.** Fourteenth annual report of the president and treasurer. New York City, 1919. 148p. 8°. (Clyde Furst, secretary, 576 Fifth Avenue, New York City)

Contains information on recent pension developments, current tendencies in education, the training of teachers, etc.

682. **Georgia educational association.** Proceedings and addresses, fifty-third annual meeting . . . Macon, Ga., May 1-3, 1919. 100p. 8°. (K. T. Alfriend, secretary, Milledgeville, Ga.)

Contains: 1. M. L. Brittain: Free text-books and bonds sought, p. 23-26. 2. C. C. Jarrell: Educational lessons from the war, p. 26-30. 3. Ada T. Lemon: Physical education—a means of service to state, nation and self, p. 30-35. 4. R. B. Daniel: Readjustment of courses of study to meet new conditions, p. 37-39. 5. L. P. Smith: Readjustments between high schools and colleges for the new era, p. 39-42. 6. Blanche E. Campbell: Fine art in relation to the industrial art of the elementary schools, p. 42-45. 7. Should the curricula of the woman's college be broadened to meet new conditions resulting from the opening of many industries to women during the war? [by] F. W. Gaines, p. 45-47; [by] H. J. Pearce, p. 47-50. 8. E. H. Scott: Should the normal college be standardized on the basis of a four year high school course and a two-year normal college course? p. 50-52. 9. Should the normal school be standardized on the basis of a graduate of a four year high school and two years professional work? [by] J. F. Wood, p. 53-55; [by] E. S. Sell, p. 55-59. 10. R. C. Stearnes: Physical fitness—a national necessity, p. 61-64. 11. Laura L. Blackshear: The place of art in public school education, p. 66-70. 12. J. S. Stewart: Our duty to the young wage earner, p. 70-74.

683. **Pennsylvania state educational association.** Proceedings of the meeting, in session, at Philadelphia, December 29, 1919 to January 1, 1920. Pennsylvania school journal, 68: 279-324, January 1920.

Contains: 1. How should the schools in a democracy function in citizenship? In business and profession [by] C. H. Judd, p. 285-86; In social service [by] A. D. Yocum, p. 286-88; In ethical conduct [by] A. H. Brubacher, p. 288-90. 2. F. E. Downes: Teacher crisis, p. 291-94. 3. M. L. Burton: The demands of democracy, p. 294-96. 4. J. M. Hewlett: Importance and place of the manual arts in the new curriculum, p. 312-14. 5. W. H. Kilpatrick: Effect of the war upon the teaching of history and civics, p. 314-15. 6. H. J. Norton: Physical education in reconstruction period, p. 315-16. 7. G. G. Chambers: A code of ethics for the teachers' profession, p. 316-17.

Department of County Superintendents.

8. Harlan Updegraff: Assessment and taxation, p. 325-27. 9. Frank McClung: State certification of all teachers, p. 327-29. 10. Mabel Carney: The preparation of rural teachers in Pennsylvania, p. 329-32. 11. H. S. Fleck: Better school sentiment, more money, better teachers, p. 332-35. 12. M. B. Hillegas: Adjusting intermediate school idea to conditions in smaller school system, p. 335-37. 13. Mabel Carney: County community planning and development, p. 338-42. 14. I. H. Russell: Professional training of all teachers, p. 346-48.

City and Borough Superintendents.

15. T. S. March: Using schoolhouse in Americanization, p. 349-50. 16. S. E. Weber: Americanization in a mining community, p. 350-52. 17. Harlan Updegraff: Taxable wealth as a basis of state school appropriation, p. 353-54. 18. C. A. Wagner: Principles of method in teaching history, p. 356-58. 19. H. B. Work: Improved normal school curriculum, p. 359-62. 20. I. B. Bush: Training of inexperienced teachers, p. 362-63.

Library Department.

21. J. H. Leete: Function of public library in democracy, p. 363-67. 22. Lulu Glaser: Work of the package library bureau, p. 367-68.

EDUCATIONAL HISTORY.

684. **Adamson, John William.** A short history of education. Cambridge, At the University press, 1919. xi, 371p. 8°.

This book recounts briefly the development and progress of English educational institutions, recognising such domestic and foreign conditions as have had a direct bearing upon English education. The record in the volume extends from the origins to the opening of the twentieth century.

685. **Butts, Alfred Benjamin.** Public administration in Mississippi. Jackson, Miss., Mississippi historical society, 1919. 279p. 8°. (Publications of the Mississippi historical society. Centenary series, vol. 3)

Thesis (Ph. D.), Columbia university.

Chapter II, p. 20-156, of this book is on Public education, viewed under the headings of Historical, Common schools, Higher education, and Conclusion.

686. **Winship, A. E.** Five decades of educational progress. Journal of education, 91: 321, 339-40, 371, 398-99, 430-31, March 18, 25, April 1, 8, 15, 1920.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

687. **Claxton, Philander Priestley.** Education to meet the changed social and economic conditions in the United States. *In American bankers' association. Proceedings, 1919.* p. 185-92.

Address before the American bankers' association, St. Louis, Mo., 1919.

688. **Hickle, Carey.** Present-day tendencies in education. *Porto Rico school review, 4:* 17-25, March 1920.

Address delivered at the meeting of the Porto Rico teachers' association, December 29, 1919.

689. **Hines, Linnaeus N.** An educational program for Indiana. *Educational issues, 1:* 62-65, March 1920.

Extracts from an address delivered before the Indiana schoolmen's club.

690. **Mangold, George B.** Some achievements of the Children's code commission. *St. Louis Saturday night, April 3, 1920.* p. 1, 32.

The Missouri Children's code commission and some of the laws enacted through its efforts.

691. **New York (State) University.** A report of the survey of the Binghamton school system. Albany, The University of the state of New York, 1919. 212p. plates, tables, diagrs. 8°.

692. ——— A report of the survey of the Utica school system. [Albany, 1919] 233p. plates, tables, diagrs. 8°.

693. **Patri, Angelo.** The public school is falling down. *Red cross magazine, 15:* 12-15, 76, April 1920.

The situation in the schools as a result of the scarcity of good teachers.

694. **Quinn, Matthew D.** The government, the public, and the schools. *Journal of education, 91:* 395-97, April 3, 1920.

Says the time has arrived when the exigencies of the nation demand that the people themselves take cognizance of their individual responsibilities toward the proper support of the education and the training of their country's citizenship.

695. **Showalter, N. D.** Washington's barefoot school boy law to carry out constitutional guarantee of free system of education administered for all the children of the state. *Washington farmer (Spokane, Wash.) 43:* 583, 607, April 8, 1920.

696. **Smith, Edgar F.** Provost Smith's plea for education. *Pennsylvania gazette, 18:* 629-32, March 19, 1920.

The maintenance and support of a system of primary, secondary, and higher education in Pennsylvania.

697. **Spaulding, Frank E.** Educating the nation. *Atlantic monthly, 125:* 528-38, April 1920.

Proposes a programme for American public education which will accomplish the following three minimum, definite, comprehensive objectives: 1. Essential elementary knowledge, training, and discipline; 2. Occupational efficiency; 3. Civic responsibility. The realization of this plan will require national financial support in considerable measure, coupled with a certain degree of national direction and control. The plan also involves the establishment of a Department of education in the national government, having at its head a secretary holding membership in the President's cabinet.

698. **Vanderpyl-Augé, Mme. H.** The Opportunity school. *L'École à tout venant. Revue pédagogique, 76:* 157-68, March 1920.

Based principally on an article by Alma and Paul Ellerbe, entitled *Instant need of things*; an account of the Denver public opportunity school, in *Harper's magazine, 139:* 590-96, September 1919.

FOREIGN COUNTRIES.

Great Britain.

699. **Benetti Brunelli, Valeria.** La ricostruzione educativa e scolastica in Inghilterra, 1914-1919. *Rivista pedagogica*, 12: 482-511, October-December 1919.
700. The educational situation in Great Britain. *School and society*, 11: 470-74, April 17, 1920.
Signed E. C. H.
701. **Lys, F. J.** The University of Oxford and the nation. Nineteenth century and after, 87: 574-81, March 1920.

Says that in recent years the University of Oxford has been taking a steadily diminishing part in the education of young Englishmen, especially of those whose circumstances make it likely that they will take a leading part in the business and life of the country. The principal cause for this is to be found in the University's requirement of Greek, which is no longer taught by most of the preparatory schools of England.

702. **Mactavish, J. M.** The new spirit in education. In *Some Christian essentials of reconstruction; essays by various writers*, ed. by Lucy Gardner for the Interdenominational conference of the Social service union. London, G. Bell & sons, ltd., 1920. p. 155-80.
703. **Ransome, Josephine.** Schools of tomorrow in England. London, G. Bell and sons, ltd., 1919. xi, 134 p. 16°.

Contains sketches of some of the pioneering and experimental schools of England. Each of these schools is said to contribute something to the solution of the problem of educational reform. The schools briefly described in the book are the following: Arundale school; Brackenhill theosophical home school; Caldecott community; Perse grammar school; Hornsey county school; The Montessori ideal; Heritage craft schools; School of eurhythmics; Farmhouse school; Mixenden school; Deptford baby camp and training centre; Open-air school, Plumstead, S. E.; Wychwood school for girls; Tiptree hall; Margaret Morris school of dance.

France.

704. **Bennett, Ernest.** The school's part in reconstruction. *Techne* (Pittsburg, Kans.) 3: 9-12, February 1920.
- Translated from an editorial article which appeared in *L'Illustration*, Paris, October 4, 1919. The translator calls attention to the close parallel between the critical situation in the French school and that in the United States.

705. **Caulley, Maurice.** Les réformes à faire dans les facultés des sciences. *Revue internationale de l'enseignement*, 40: 49-74, January-February 1920.
- Extracts from a report made to the Association amicale du personnel enseignant des facultés des sciences.

706. **Fontaine, André.** Faut-il réformer les programmes dans l'enseignement primaire élémentaire? *Revue pédagogique*, 76: 169-95, March 1920.

Italy.

707. **Ciulli-Paratore, Laura.** La scuola nel dopo-guerra. *Rivista pedagogica*, 12: 526-38, October-December 1919.

Germany.

708. **Ehringhaus, Fr.** Die behandlung der neuen deutschen reichsverfassung im unterricht der höheren lehranstalten. *Lehrproben und lehrgänge aus der praxis der höheren lehranstalten*, heft 142: 78-89, January 1920.
709. **Fries, Wilhelm.** Zur frage der einheitschule. *Lehrproben und lehrgänge aus der praxis der höheren lehranstalten*, heft 142: 1-10, January 1920.

710. **Trüper, J.** Die privaten erziehungs- und bildungsanstalten in ihrer ideellen und wirtschaftlichen bedeutung für unser deutsches volk. Langensalza, Hermann Beyer & söhne (Beyer & Mann) 1919. 169p. 8°. (Beiträge zur kinderforschung und heilerziehung, heft 155)

Canada.

711. **Melvin, A. Gordon.** Education in Nova Scotia. School and home education, 39: 186-88, April 1920.

Latin America.

712. **Pan American union.** Latin American secondary schools. Courses of study. Washington, D. C., 1920. 32p. 8°. (Pan American union. Section of education. Monograph no. 1)

Prepared by Arturo Torres, formerly general superintendent of education in Costa Rica.

EDUCATIONAL THEORY AND PRACTICE.

713. **Athearn, Walter Scott.** A national system of education. New York, George H. Doran company [1920] 132p. diags. 12°.

Bibliography: p. 123-29.

714. **Bades, John.** Modern ideas and methods for school teachers and students in training from a practical teacher's note book. Leeds, Glasgow [etc] E. J. Arnold & son, limited [1919] 191p. 12°.

715. **Mecker, H. H.** "A real school for the real boy—and his sister." School and home education, 39: 188-89, April 1920.

Prof. Meriam's experimental school at the State university, Columbia, Missouri.

716. **Millspaugh, Jesse F.** The pupil himself. School and society, 11: 421-27, April 10, 1920.

This article by the late Jesse F. Millspaugh, for many years president of the Los Angeles State normal school, has been communicated to School and society, with the approval of Mrs. Millspaugh, by Dr. Ernest C. Moore, director of the Southern branch of the University of California.

The characteristics of the pupil of adolescent age. The author contends that "while, under the pressure from the world of business, the schools are making more or less efficient instruments of our boys and girls, they are failing to develop the highest type of manhood and womanhood, because they are uninterested in and therefore are leaving almost untouched and undeveloped large areas of intellectual and social and spiritual capacities."

717. **Schmidt, H. W.** Neglected opportunities in elementary schools. Educational review, 59: 304-14, April 1920.

Writer advocates a training which not only includes the essentials but one which also includes an appreciation of art, literature, and music.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

718. **Chrisman, Oscar.** Paidology; the science of the child. The historical child. Boston, R. G. Badger [1920] 471p. 8°.

A study of child life in various countries and eras.

719. **Kerr, James.** Lefthandedness and mirrored writing. American journal of school hygiene, 4: 1-14, March 1920.

720. **Mead, Cyrus D.** Habits of work. Educational administration and supervision, 6: 39-50, January 1920.

The writer says we are concerned much with habits, little with habits of work. There is a constant appeal to memorization and reproduction, there is seldom inductive thinking.

721. **Nunn, T. P.** Psychology and education. British journal of psychology (London) 10: 169-76, March 1920.

722. **Sandwick, R. L.** Correlation of physical and mental efficiency. *Journal of educational research*, 1: 199-203, March 1920.

Gives evidence showing that the child of good intellectual ability is also of good physical ability.

723. **Thorndike, Edward L.** The psychology of the half-educated man. *Harper's magazine*, 140: 666-70, April 1920.

EDUCATIONAL TESTS AND MEASUREMENTS.

724. **Buckingham, B. R.** A proposed index of efficiency in teaching United States history. *Journal of educational research*, 1: 161-71, March 1920.

725. **Charters, W. W.** Constructing a language and grammar scale. *Journal of educational research*, 1: 249-57, April 1920.

726. **Drummond, W. B.** Observations on the De Sanctis intelligence tests. *British journal of psychology (London)* 10: 259-77, March 1920.

Says the tests may be utilized as substitutes for some of the tests in the Binet scale, but cannot take the place of that scale.

727. **Haggerty, M. E.** Standard educational tests. Manual of directions for achievement examination in reading: Sigma 1, and intelligence examinations: Delta 1 and Delta 2. Yonkers-on-Hudson, N. Y., World book company, 1920. 59p. 12°.

Accompanied by scoring keys and record sheets for the tests.

728. **Harvey, Nathan A.** Intelligence tests. *American schoolmaster*, 13: 85-88, March 1920.

A paper read before the Normal school department of the Department of superintendence, N. E. A., held at Cleveland, February 23-28, 1920.

The value of mental tests in the schools.

729. **Höper, Wilhelm.** Über den objektiven wert von intelligenz-prüfungen, unter besonderer berücksichtigung der methode Binet-Simon. Langensalza, Hermann Beyer & söhne (Beyer & Mann) 1919. xii, 112p. 8°. (Beiträge zur kinderforschung und heilerziehung, heft 158)

730. **Kallom, Arthur W.** Analysis of and testing in common fractions. *Journal of educational research*, 1: 177-92, March 1920.

731. **Lemon, Harvey B.** Preliminary intelligence testing in the department of physics, University of Chicago. *School science and mathematics*, 20: 226-31, March 1920.

Read before the Central association of science and mathematics teachers, November 28, 1919.

732. **Lincoln, Edward A.** The intelligence of military offenders. *Journal of delinquency*, 5: 31-40, March 1920.

Data based on tests of military prisoners at the United States disciplinary barracks, Fort Leavenworth, Kans., in 1918-19.

733. **Lowry, Ellsworth.** New tendencies in the organization of education. *Educational administration and supervision*, 6: 27-32, January 1920.

Results of an experiment carried on in the first six grades of the Training school in the Winona State normal school in an attempt to solve the problem of individual differences and of retardation.

734. **Pintner, Rudolph.** Deductions from tests of mentality in schools for the deaf in comparison with schools for the hearing. *Volta review*, 22: 197-207, April 1920.

Describes a group test for the deaf where no language enters.

735. **Pressey, Luella Winifred.** A group scale of intelligence for use in the first three grades: its validity and reliability. *Journal of educational research*, 1: 285-94, April 1920.

736. **Proctor, W. M.** Psychological tests as a means of measuring the probable school success of high-school pupils. *Journal of educational research*, 1: 258-70, April 1920.
737. **Van Wagenen, M. J.** The accuracy with which English themes may be graded with the use of English composition scales. *School and society*, 11: 441-50, April 10, 1920.
738. **Walcott, Gregory D.** The intelligence of Chinese students. *School and society*, 11: 474-80, April 17, 1920.
A test made in the spring of 1918 in the Higher school of Tsing College, Peking, China. The students tested were seniors, all young men averaging 22 years of age.
739. **Willing, Matthew H.** The encouragement of individual instruction by means of standardized tests. *Journal of educational research*, 1: 193-98, March 1920.
740. **Yoakum, Clarence S. and Yerkes, Robert M., ed.** *Army mental tests.* Published with the authorization of the War department. New York, Henry Holt and company, 1920. xiii, 303p. plans, fold. charts. 12°.
In addition to the "Examiner's guide," this book presents information concerning the results of psychological examining in the army and indications of the possible uses of similar methods in education and industry.

SPECIAL METHODS OF INSTRUCTION.

741. **Bessou, Aug.** *L'emploi du cinématographe dans les différentes branches de l'enseignement.* *Revue pédagogique*, 76: 125-44, February 1920.
A report presented to the French extra parliamentary Commission to study the means of generalizing the application of the moving picture in the various branches of instruction.
742. **Grant, Emma B.** The power of the project. *Primary education*, 22: 212-14, April 1920.
Bibliography: p. 214.
Says: "For those who see it in the light and hope of creative work. . . . It [the project method] becomes a new gospel of democracy and a weapon against Bolshevism for future generations."
743. **Gray, P. L.** Children and the cinema. *Journal of experimental pedagogy* (London) 5: 194-98, March 5, 1920.
An inquiry into some mental effects of moving picture shows on children of London, England.
744. **Pendleton, Charles S.** The socialized recitation. *American education*, 23: 307-12, March 1920.
"The necessity of encouraging and developing experimental teaching by actual classroom teachers and the advisability of accepting the socialized recitation as the best point of departure in our present practice for such experimentation."
745. **Teaching**, vol. 5, no. 2, February 1920. (Visual education)
Contains: 1. Charles Roach: A view across the horizon of visual instruction, p. 7-10. 2. E. R. Barrett: The use of slides in the schoolroom, p. 10-12. 3. C. H. Carson: The animated text book, p. 17-20. 4. M. L. Smith: K. S. N., a distributing center for visual education supplies, p. 33-32. 5. S. P. G. Holden: Visual education the rural school's opportunity, p. 33-34.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

746. **Burbank, E. D.** Phonetics in the elementary grades. *Volta review*, 22: 217-20, 274-78, April, May 1920.
Second and third papers of series. Discusses the relation of phonetics to reading.
747. **Horn, Ernest.** The relation of silent reading to efficiency in study. *American education*, 23: 348-51, April 1920.
Speed and comprehension in reading.

ENGLISH AND COMPOSITION.

748. **Daniels, Earl R. K.** New poetry and the composition class. Charleston, Ill., Eastern Illinois state normal school, 1919. 13p. 8°. (Normal school bulletin, no. 64, July 1, 1919)
749. **Duddy, A. E.** The new synthesis: an approach through the study of English. Educational review, 59: 315-24, April 1920.
The synthetic method as applied to choice of subject matter attempts to acquaint the student in some sort of related order with the principal divisions of knowledge as they fall under the heads of science, art, and philosophy. Presents the advantage of a synthetic choice and arrangement of material as the basis of a course in English composition.
750. **Gerhard, E. Shultz.** The Philistines among the teachers of English. Education, 40: 484-92, April 1920.
Says that of all the subjects in a high school curriculum English is the most indefinite. A plea for better preparation and better norms or standards of judgment on the part of teachers of English.
751. **Johnson, Gertrude.** Problems in the present conduct of declamatory contests. English journal, 9: 156-67, March 1920.
Gives suggestions to assist the teacher in judging reading and declamation. Discusses reforms which the contest system demands.
752. **Richards, E. B.** The game of debate. English journal, 9: 147-52, March 1920.
Discusses interclass debates as a part of the regular oral work of the school.
753. School examinations in English. Journal of education and School world (London) 52: 231-33, April 1920.
Advocates the plan of prescribing 30 or 40 texts for study, and allowing a wide choice of questions on these texts.

MODERN LANGUAGES.

754. **Benedict, Mrs. Margaret Hill.** Why my children speak Spanish. Modern language journal, 4: 280-87, March 1920.
Helps in teaching young children to speak Spanish.
755. **Graham, W. P.** The modern language situation. Virginia journal of education, 13: 300-302, April 1920.
The number and per cent of students studying French, German, Spanish, and Italian in 16 universities in the United States.
756. **Jameson, R. P.** Club and extra-class activities. Modern language journal, 4: 265-79, March 1920.
Extra-class activities in the teaching of modern languages.
757. **Leathes, Stanley.** Modern languages and national needs. Modern languages (London) 1: 70-74, March 1920.
President's address of the Modern language association of England.
758. **Peers, E. Allison.** The organization of educational experiment. Journal of experimental pedagogy (London) 5: 179-87, March 5, 1920.
Discusses the value of the department of experiment in modern language of the Modern language association of England.
759. **Stroebe, L. L.** The real knowledge of a foreign country. Modern language journal, 4: 283-94, March 1920.
To be continued.
The study of a foreign country in connection with the study of the language of the country.

ANCIENT CLASSICS.

760. **Carlisle, J. O. and Hamilton, D. E.** Latin in the schools of Ontario. School (Toronto) 8: 438-42, April 1920.
Concluding article. Advocates the teaching of the classics.
761. **Johnson, L. Antoinette.** Latin in the junior high school. Journal of the New York state teachers' association, 7: 43-46, March 1920.
Outline of the work in Latin that is being attempted in the Milne high school, Albany, N. Y.

762. **McKinley, A. P.** The correlation of Latin and English. *Classical journal*, 15: 358-64, March 1920.

Shows how such correlation has been accomplished in the Lincoln high school, Portland, Oreg.

763. **Meredith college, Raleigh, N. C.** Special education number. Raleigh, N. C., 1920. 33p. 8°. (Quarterly bulletin, ser. 13, nos. 1 and 2, November 1919-January 1920)

CONTENTS.—1. J. J. Chapman: A new menace to education, p. 3-6. 2. R. W. Brûre: The new nationalism and education, p. 7-10. 3. A. T. Hadley: The colleges and the nation, p. 11-13. 4. F. M. Colby: The classics and the "practical" argument, p. 14-17. 5. Paul Shorey: What to do for Greek, p. 18-29. 6. Does education mean happiness? p. 30-33.

Reprints of articles published in 1919 protesting against "the so-called practical spirit of the age."

764. **Paetow, Louis J.** Latin as a universal language. *Classical journal*, 15: 340-49, March 1920.

Says that the new aim in teaching Latin should be to impart the language in such a form and in such a way that students could easily read, write, and speak it as they did in medieval universities.

765. **Renaud, Émile.** Version latine et version allemande. *Revue universitaire*, 29: 175-85, March 1920.

Compares the relative merits as a school exercise of translation into Latin and into German. Says that for French pupils the substitution of German for Latin is inadmissible, because a knowledge of Latin is essential for the full understanding of French.

766. **Ullman, B. L.** Latin in seventh and eighth grades. *Junior high clearing house* (Sioux City, Iowa) 1: 25-31, March 1920.

SOCIAL SUBJECTS.

767. **American sociological society.** Committee on the teaching of sociology in the grade and high schools of America. Tentative report, presented by R. L. Finney, chairman, at the meeting in December 1919. *School review*, 28: 255-62, April 1920.

See also item 690 (4) of this record.

Discusses the aim of social science teaching in the public schools, and recommends a program of social studies. Says that sociology should be insisted upon as an essential part of the training of all teachers.

768. **Clow, F. R.** Sociology in normal schools: the report of a committee. *American journal of sociology*, 25: 584-636, March 1920.

Report prepared in 1917 and subsequently submitted to the Normal school department of the National education association.

769. **Jardine, Walter M.** The attitude of high schools toward Bolshevism. *American school*, 6: 80-81, March 1920.

An address delivered before the Kansas council of administration, Topeka, January 16, 1920.

Fundamental doctrines of Bolshevism, Bolshevism vs. democracy, a definite policy for teaching Bolshevism, etc.

770. **Minor, Van Lieu.** An experimental course in current events and problems. *School review*, 28: 298-309, April 1920.

Based on a series of experiments first inaugurated in 1917 in the University high school of the University of Chicago. Testing student's reactions toward the course.

771. **Rugg, Earle U.** Supervised study in history. *Historical outlook*, 11: 142-49, April 1920.

Bibliography: p. 149.

Discusses the psychological aspects of supervised study, general directions and rules for study, the few investigations in the field of history on supervised study, and the technique developed by the specialist in order to make supervised study vital.

GEOGRAPHY.

772. **Branom, Fred K.** The significance of geography. *Chicago schools journal*, 2: 14-19, March 1920.

The meaning of geography, modern geography, the teaching of geography, and the problem project.

773. **Brigham, Albert Perry.** Report of the committee on geography appointed by the Education congress, held in Albany, N. Y., May 19-26, 1919. American education, 23: 300-306, March 1920.

A brief discussion of geography in the universities and colleges of New York state, in the training colleges and normal schools, in the high schools, and in the elementary schools.

774. **Childs, Breta W.** A study in home geography: the teacher's problem in a city of factories. Journal of geography, 19: 154-58, April 1920.

Gives course in Industrial arts (A) and Geography (B), in public elementary school of Worcester, Mass.

775. **Hanna, John Calvin.** Scope of geography in the high school. School science and mathematics, 20: 214-19, March 1920.

Read before the Central association of science and mathematics teachers, November 28, 1919.

776. **Parkins, A. E.** The teaching of the geography of a small area. Journal of geography, 19: 130-40, April 1920.

Says that institutions for the training of teachers should offer more work in local geography consisting largely of field work.

MATHEMATICS.

777. **Douglas, H. R.** Some factors affecting the selection of the high school course of study and methods of teaching of mathematics. School science and mathematics, 20: 287-99, April 1920.

Emphasizes the value of mathematics in vocational education. Says that instruction in mathematics should not look to college entrance requirements for justification.

778. **Gal, Jules.** L'algèbre et la géométrie à l'école primaire. Revue pédagogique, 76: 79-89, February 1920.

779. **Lindquist, Theodore.** Junior high school mathematics. Educational review, 59: 298-303, April 1920.

Says that mathematics for service should be the slogan for the junior high school; the application of mathematics in "a real business way."

780. ——— Up-to-date problems in junior high school mathematics. School science and mathematics, 20: 305-11, April 1920.

Advocates project-problems—the formation of problems by the pupils themselves.

781. **Lytle, Ernest B.** The Bode theory of transfer applied to the teaching of mathematics. School and society, 11: 457-63, April 17, 1920.

An address before the Mathematics club of Chicago, December 5, 1919.

782. **Wilson, G. M.** The application of scientific method to the determination of the curriculum in arithmetic—I-II. Journal of education, 91: 376-77, 385, 402-403, April 1, 8, 1920.

SCIENCE.

783. **Bowden, G. A.** Possibilities of home work in general science. School science and mathematics, 20: 327-36, April 1920.

Outlines what the University school at Cincinnati has done in building a series of projects about the home, such as lighting the home; heating the home; building the home, etc.

784. **Brownell, Herbert.** The rôle of laboratory work in general science and the teacher training it involves. School science and mathematics, 20: 317-26, April 1920.

785. **Colton, Harold S.** An analysis of aim and incentive in a course in general zoology. Science, n. s. 51: 382-84, April 16, 1920.

Says that experience has demonstrated that a combination of the problem method as set forth in Hunter's "Problems in civic biology" and the project method now being formulated by high school teachers gives the most science and information with the most incentive.

786. **McPherson, William.** Chemical warfare service and chemical teaching. School science and mathematics, 20: 200-209, March 1920.
Read before the Central association of science and mathematics teachers at Lake View high school, Chicago, November 29, 1919.
Part I deals with the work of the Chemical warfare service and part II with the effect of the war upon the teaching of chemistry in our schools and colleges.
787. **Pollock, C. A.** The fundamental principles of general science. Ohio educational monthly, 69: 113-21, April 1920.
The aims of general science, its content, and the methods of approach.
788. **Smith, R. R.** English expression in its relation to teaching of science. School science and mathematics, 20: 341-46, April 1920.
Criticises teachers of English because they cannot think inductively and deductively. Con tends that English is taught as a science and not as an art. What is being done intensively at the school of engineering at Milwaukee to teach students to express themselves with facility.

NATURE STUDY.

789. **Hays, Dudley Grant.** Home gardens. Chicago schools journal, 2: 11-13, March 1920.
Home garden work as a factor in the education of children.
790. **Leavitt, Robert G.** Bird study in elementary schools. New York, National association of Audubon societies, 1920. 146p. illus. 8°. (Bulletin no. 4)
Suggestions regarding methods of instruction, etc.
791. **Randall, J. L.** Gardening as a part of city education. Nature-study review, 16: 95-97, March 1920.
792. **Shaw, Ellen Eddy.** Efficiency aids to garden work. Nature-study review, 16: 89-94, March 1920.
Helps in children's garden work.

MUSIC.

793. **Music teachers' national association.** Papers and proceedings . . . forty-first annual meeting, Philadelphia, December 29-31, 1919. Hartford, Conn., Pub. by the Association, 1920. 236p. 8°. (R. G. McCutchan, De-Pauw University, Greencastle, Ind.)
Contains: 1. Harold Randolph: Co-operation in music education, p. 14-23. 2. W. S. Pratt: The ensemble idea in music-education, p. 24-29. 3. A. L. Manchester: Music in academic courses, p. 39-46. 4. W. A. Fisher: Report of committee on standardizing the grading of piano music, p. 47-58. 5. Eilene French: Getting the right start as a music teacher, p. 81-83. 6. H. H. Bellmann: Some steps toward making the music department of a college soundly and progressively educational, p. 114-20. 7. R. G. McCutchan: Regulations governing the grading and passing of students, p. 124-29. 8. Will Earhart: The value of applied music as a school subject, p. 163-70. 9. F. A. Scott: A survey of home music study, p. 171-82. 10. C. H. Miller: A practical plan for accrediting applied music in high schools, p. 183-87. 11. G. O. Bowen: Development of community music in Flint, Mich., p. 192-99.
794. **Gehrkins, Karl Wilson.** An introduction to school music teaching. Boston, C. C. Birchard & company, 1919. 132p. 12°.

THRIFT.

795. **Lewis, William Mather.** Dollar education. School news and practical educator, 33: 480-83, April 1920.
An address delivered before the Department of superintendence, National education association, Cleveland, Ohio, 1920.
The necessity of thrift instruction in the schools.
796. **Straus, S. W.** History of the thrift movement in America; with five cartoons by Rollin Kirby. Philadelphia & London, J. B. Lippincott company [1920] 256p. plates. 12°. (Lippincott's thrift text series, ed. by A. H. Chamberlain)

KINDERGARTEN AND PRIMARY SCHOOL.

797. **Harrison, Elizabeth.** What the kindergarten does for the teacher. *Kansas teacher*, 10: 11-13, April 1920.

A few of the advantages which the kindergarten brings to the teacher.

798. **Morrison, Henry C.** The kindergarten and the curriculum. *Kindergarten and first grade*, 5: 133-35, April 1920.

Address given at the kindergarten session, Department of superintendence, N. E. A., Cleveland, Ohio.

Believes that the kindergarten and the first two, and probably the first three, grades, should be consolidated and treated in all respects as a single school.

RURAL EDUCATION.

799. **Averill, Lawrence A.** Revitalizing the rural school curriculum. *Education*, 40: 497-505, April 1920.

Continued from February number. Discusses the subjects of geography and history. To be concluded.

800. **Crawford, R. P.** The school of the future. *School and home education*, 39: 180-83, April 1920.

Excerpts from an address delivered before the National rural school conference, Cedar Falls, Iowa, February 19, 1920.

The consolidation of rural schools.

801. **Foght, H. W.** The reconstruction of the rural course of study, a gradual evolution. *Rural education*, 1: 3-5, February 1920.

Second article in a series.

802. **King, H. A. L.** The life that is life indeed. *Ohio teacher*, 40: 338, 340, 342, March 1920.

The writer does not believe in ruralizing the curriculum of the rural school. Says that the rural curriculum and the city curriculum should be as near alike as possible.

803. **McIntosh, Charles.** Better rural schools. *School and home education*, 39: 194-96, April 1920.

An abstract of an address given at the Community conference held at the Illinois state normal university, March 24, 1920.

Conditions which make for good rural schools.

804. *Rural school messenger*, vol. 9, no. 4, March 1920. (Consolidation number)

Contains: 1. Mark Burrows: Editorial, "Equal privileges for all," p. 91-98. 2. Katherine M. Cook: Consolidation for Missouri, p. 99-101. 3. Thurba Fidler: Consolidation brings a greater efficiency, p. 102-104. 4. J. L. McBrien: Arguments for consolidation, p. 105-106. 5. Rosamond Root: The social role of the consolidated school, p. 107-10. 6. Byron Cosby: The money value of an education, p. 112-14. 7. J. R. Kirk: [Consolidation] p. 115-17. 8. A symposium on consolidation, p. 120-31.

805. **Sargent, C. G.** Description of the Sargent consolidated school, Rio Grande county, Colorado. *Rural education*, 1: 8-13, 8-15, December 1919, January 1920. illus.

806. **Vogt, Paul L.** Training for rural service. *American journal of sociology*, 25: 562-67, March 1920.

Recommends courses for inclusion in undergraduate work of those preparing for rural service.

SECONDARY EDUCATION.

807. **Illinois. University. High school conference. Proceedings . . .**
November 20-22, 1919. Urbana, University of Illinois, 1920. 313p. 8°. (University of Illinois bulletin, vol. 17, no. 13, November 24, 1919)

Contains: 1. David Felmley: Report of Committee on teacher training, p. 13-18. 2. F. G. Blair: [Teacher training] p. 18-24. 3. R. L. Sandwick: Report of the organizing and advisory committee for curriculum reconstruction, p. 21-32. 4. H. C. Morrison: The major life interests

towards which education may contribute, p. 32-34. 5. Joint session of the language groups—Discussions by Professor Grinstead, J. S. Brown, D. K. Dodge, and J. D. FitzGerald, p. 40-47. 6. J. L. Pricer: Report of progress of the committee appointed in 1918 by the joint session of the science sections, to report on the content of two year courses in fundamental science, p. 48-56. 7. C. W. Whitten: Report on curriculum reconstruction, p. 58-61. 8. A. G. Capps: Technique of curriculum construction, p. 62-63. 9. C. H. Judd: Social studies in the high school, p. 68-72. 10. B. R. Buckingham: Intelligence testing for the classification and guidance of high school pupils, p. 72-78. 11. H. D. Waggoner: Essential objectives in biology, p. 107-11. 12. Mabel E. Smallwood: Fundamentals in a high school course in zoology, p. 111-14. 13. J. L. Pricer: The outlook for biological science in the reconstruction of secondary education, p. 115-20. 14. Helen A. Baldwin: Report of the Committee on curriculum reconstruction [in Latin] p. 124-29. 15. W. J. Grinstead: Correlation of Latin and English, p. 129-33. 16. S. B. Irish: Report on commercial curriculum reconstruction, p. 144-52. 17. Florence Evans: Our courses in shorthand, p. 153-57. 18. Limitations on the breadth of the curriculum for small high schools, [by] J. O. Marberry, p. 159-60; [by] H. M. Thrasher, p. 161-64. 19. J. L. Erb: Possibilities of music in the small high school, p. 164-68. 20. J. C. Hanna: A recognized high school, p. 169-73. 21. Essie Chamberlain: Report of the Committee on curriculum reconstruction [in English] p. 187-93. 22. The use of newspapers and magazines in high school English [by] Olive Bear, p. 196-99; [by] Edith Hardy, p. 199-202; [by] O. F. Umbaugh, p. 203-205. 23. Better English week: what next? [by] Alice Tombaugh, p. 212-14; [by] Jennie Sturgeon, p. 214-18. 24. B. F. James: General art courses for high schools, p. 229-32. 25. W. T. Felts: Curriculum study and readjustment in secondary mathematics, p. 243-48. 26. Dr. Van Horne: The Spanish problem, p. 270-74. 27. B. R. Buckingham: Indices of efficiency in the teaching of United States history, p. 304-13.

808. **Gerriah, William Churchill.** If I were a headmaster. School and society, 11: 400-405, April 3, 1920.

Some of the unfortunate and unnecessary conditions under which the private school teacher is compelled to labor.

809. **A liberal education in secondary schools.** Parents' review (London) 31: 161-82, March 1920.

A symposium of conditions in England, by C. D. Lawe, p. 162-68; J. W. Clouston, p. 163-73; Miss B. Millar, p. 173-82.

810. **Massee, W. W.** The public school vs. the private school. Harvard graduates' magazine, 28: 448-51, March 1920.

Compares the public with the private school in preparatory work for college. In favor of the private school.

811. **Meredith, A. B.** The adjustment of the senior school to new conditions. Journal of the New York state teachers' association, 7: 58-61, March 1920.

For the purposes of this discussion senior school is understood to include grades X to XII of the usual high school organization.

812. **Moore, Harry C.** The altruistic impulses of older high school students. Educational review, 59: 271-95, April 1920.

Frank statements from 975 high school students living in 16 representative cities of the United States, made in response to a questionnaire asking for opinions on altruistic problems. Writer contends that we do not take advantage of the altruistic ambitions of high school pupils.

813. **Parker, Samuel Chester.** Methods of teaching in high schools. Rev. ed. Boston, New York [etc.] Ginn and company [1920] xxvii, 529 p. incl. front., illus. 12°.

814. **Borem, S. O.** What is a junior high school? Junior high clearing house (Sioux City, Iowa) 1: 11-14, March 1920.

815. **Thorndyke, Elizabeth.** Environment as a factor in pupils' study life. Education, 40: 470-83, April 1920.

Based on a questionnaire (presented to 1,600 high school students in Cincinnati, Ohio), requesting the pupils' point of view as to the best environment for the preparation of his lessons—home or school. Gives reasons why 70 per cent preferred the home environment.

816. **With intent to kill.** Bulletin of the Phillips Exeter academy, 15: 8-14, December 1919.

The movement against the private secondary school and some reasons justifying the existence of the private school.

NORMAL TRAINING.

817. **National council of presidents of normal schools. Committee on surveys and standards.** Training departments in state normal schools. School education, 39: 12-14, April 1920.

G. E. Maxwell, chairman.

Recommends certain standards which seem to be basic and of general application regarding training departments in state normal schools.

818. **Riggs, James G.** State scholarships for teachers in training. American schoolmaster, 13: 101-105, March 15, 1920.

A paper presented at the Cleveland meeting of the National council of normal school presidents and principals.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

819. **Black, Norman F.** A successful campaign for better salaries. School (Toronto) 8: 442-47, April 1920.

Teachers' salaries in Canada in public elementary schools and high schools.

820. **Brandenburg, W. A.** Unionization of public school teachers. A symposium on the unionization of public school teachers and affiliation with the American federation of labor. School education, 39: 15-17, April 1920.

Opinions of distinguished educators throughout the country on the unionization of teachers and affiliation with the Federation of labor.

821. **Cavanaugh, Robert E.** What is the matter with the teacher's job? Educational issues, 1: 66-68, March 1920.

822. **Coffman, Lotus D.** Teachers' associations. N. E. A. bulletin, 8: 20-27, April 1920.

Also in Journal of education, 91: 367-70, April 1, 1920; Educational issues, 1: 57-61, March 1920; and School and home education, 39: 183-86, April 1920.

Address before the Department of superintendence, National education association, Cleveland, Ohio, February 1920, giving objections to teachers affiliating with the American federation of labor.

In the preparation of this paper the writer had possession of and was granted the privilege of using certain statements from an unpublished paper of Mr. R. R. Price. This paper has since been published in School and society, April 3, 1920. See item 830.

823. **Colorado school journal**, vol. 35, no. 7, March 1920.

Teachers' salaries in Colorado. A handbook for boards of education and teachers. The report of the Committee on teachers' salaries of the Colorado education association.

To be continued in the April issue.

824. **Felmley, David.** The outlook for teaching. School news and practical educator, 33: 433-34, April 1920.

Why teachers are scarce, better salaries for teachers, other compensations, who should teach, etc.

825. **Holliday, Carl.** Paying the professor. Nation, 110: 461-62, April 10, 1920.

An analysis of the average salaries now paid to American college and university professors of various grades, based on statistics collected by the U. S. Bureau of education.

826. **Jardine, W. M.** How shall the supply of teachers for our schools be maintained. 12p. 8°.

An address delivered before the Boards of education section of the Council of administration of the Kansas state teachers' association at the annual session at Topeka, January 16-17, 1920.

827. **Kock, Henry E.** Men in the schools. School index, 6: 234-36, 240, April 2, 1920.

Paper read before the Cincinnati schoolmasters' club on January 10, 1920.

The opinions of some of the foremost authorities on educational administration from various parts of the United States on the question "Why do not more men of ability enter the teaching profession?"

828. **Lampson, L. V.** Objections to the union movement among teachers answered. American schoolmaster, 13: 92-96, March 1920.

829. **Magill, Hugh S.** What can be done to hold our school teachers? St. Louis Saturday night, p. 18-19, April 10, 1920.
Reprinted from Collier's weekly.
The scarcity of teachers and the proposed national department of education.
830. **Price, Richard B.** Should teachers unionize under the American federation of labor? School and society, 11: 391-400, April 3, 1920.
Gives objections to teachers affiliating with the American federation of labor.
831. **Sierra educational news**, vol. 16, no. 4, April 1920. (Teachers' salaries number)
Contains: 1. A. H. Chamberlain: Introductory statement, p. 207-208. 2. A. A. Bowhay, jr. The teacher problem, with special reference to California, p. 209-15. 3. R. G. Boone: Comparisons of wages and salaries, p. 216-18. 4. Detroit salary increases, p. 219. 5. A. H. Chamberlain: Specific legislative recommendations, p. 220.
832. **Wheat, Harry G.** Problems in teacher training. Educational administration and supervision, 6: 17-26, January 1920.
A paper read before the teacher-training section of the West Virginia state education association, November 1919.
Problems involved in the academic preparation and in the professional preparation of teachers and how the problems may be solved.
833. **Williams, L. A.** A professional tragedy. High school journal, 3: 102-103, April 1920.
The tragedy in our present educational situation consists in the horde of untrained teachers and the effect they will have on the young citizens of today.

HIGHER EDUCATION.

834. **American association of university professors.** Report of Committee T on place and function of faculties in university government and administration. In its Bulletin, vol. 6: 17-47, March 1920.
835. **Associated Harvard clubs.** Reports of officers and committees for presentation at the twenty-second annual meeting, Washington, D. C., April 30 and May 1, 1920. 29p. 8°. (Supplement to the Harvard alumni bulletin, vol. 22, no. 27, April 1, 1920)
836. **Association of American universities.** Journal of proceedings and addresses of the twenty-first annual conference, held at Ohio state university, November 7-8, 1919. 91p. 8°. (David A. Robertson, secretary, University of Chicago, Chicago, Ill.)
Contains: 1. J. R. Angell: The organization of research, p. 27-41; Discussion, p. 41-56. 2. R. L. Wilbur: Remunerative extra-university activities, p. 56-62; Discussion, p. 63-72. 3. Report of the committee on academic and professional higher degrees, p. 72-85. 4. R. I. Rees: The new policy of education in the army, p. 86-91.
837. **Baird, William Raimond.** Baird's manual of American college fraternities; a descriptive analysis of the fraternity system in the colleges of the United States, with a detailed account of each fraternity. 9th ed. James T. Brown, editor and publisher. New York, 1920. xxiii, 886p. front. (port.) illus. 12°. Bibliography: p. 751-766.
838. **Barrows, David P.** Academic freedom. School and society, 11: 451-57, April 17, 1920.
Inaugural address given at the University of California, March 23, 1920.
839. **Brannon, Melvin A.** Tasks associated with administration in the modern college. School and society, 11: 427-31, April 10, 1920.
The tasks and difficulties of a college president.
840. **Heller, Otto.** The jolly old pedagogue. American schoolmaster, 13: 89-92, March 1920.
Reprinted from Reed's mirror.
Some current conditions in universities.

841. **Klapper, Paul, ed.** College teaching; studies in methods of teaching in the college . . . with an introduction by Nicholas Murray Butler. Yonkers-on-Hudson, N. Y., World book company, 1920. xvi, 583 p. 8°.

Bibliography at end of most of the chapters.

CONTENTS.—Part I.—The introductory studies.—1. S. P. Duggan: History and present tendencies of the American college.—2. S. E. Mezes: Professional training for college teaching.—3. Paul Klapper: General principles of college teaching. Part II.—The sciences.—4. T. W. Callaway: The teaching of biology.—5. Louis Kahlenberg: Chemistry.—6. H. B. Lemon: Physics.—7. T. C. Chamberlain: Geology.—8. G. A. Miller: Mathematics.—9. T. A. Storey: Physical education. Part III.—The social sciences.—10. F. A. Fetter: The teaching of economics.—11. A. J. Todd: Sociology.—12a. H. W. Elson: American history.—12b. Edward Krehbiel: Modern European history.—13. C. G. Haines: Political science.—14. Frank Thilly: Philosophy.—15. Henry Neumann: Ethics.—16. R. S. Woodworth: Psychology.—17a. H. H. Horne: History of education.—17b. F. E. Bolton: Educational theory. Part IV.—The languages and literatures.—18. C. T. Winchester: The teaching of English literature.—19. H. S. Canby: English composition.—20. W. K. Prentice: The classics.—21. W. A. Nitze: Romance languages.—22. E. Prokosch: German. Part V.—The arts.—23. Edward Dickinson: The teaching of music.—24. Holmes Smith: The teaching of art. Part VI.—Vocational subjects.—25. I. O. Baker: The teaching of engineering subjects.—26. J. D. Phillips: Mechanical drawing.—27. Talcott Williams: Journalism.—28. F. B. Robinson: Business education.

In the introduction, Dr. Butler commends a careful reading of these papers "not only to the great army of college teachers and college students, but to that still greater army of those who, whether as alumni or as parents or as citizens, are deeply concerned with the preservation of the influence and character of the American college for its effect upon our national standards of thought and action."

842. **Laaki, H. J.** English and American universities. Harvard alumni bulletin, 22: 538-40, March 4, 1920.

Reprinted from the Manchester guardian.

Says "Humanization, in fact, is what the American college most greatly needs. In technical equipment it stands, on the whole, head and shoulders above the English university. But there is not the personal relation between student and teacher, the eager desire to understand the universe."

843. **Lowell, A. Lawrence.** President Lowell's report for 1918-19. Boston, Mass., Harvard bulletin, inc., 1920. 22p. 8°. (Supplement to the Harvard alumni bulletin, vol. 22, no. 17, January 22, 1920)

844. **Warshaw, J.** Private benefactions to state universities. School and society, 11: 371-74, March 27, 1920.

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845. **Bingham, W. V.** The division of anthropology and psychology of the National research council. Science, n. s. 51: 353-57, April 9, 1920.

Describes the activities of the division of anthropology and psychology.

846. **Carmichael, R. D.** The measure of excellence in scientific activity. Scientific monthly, 10: 343-59, April 1920.

847. **Leger, Louis.** La vie académique chez les Tchèques. Revue internationale de l'enseignement, 40: 39-48, January-February 1920.

Traces the history of the Royal society of sciences and the Academy of sciences, both of Prague.

848. **Thatcher, E. W.** Ideals in agricultural research. School and society, 11: 361-71, March 27, 1920.

SCHOOL ADMINISTRATION.

849. **Clement, J. H.** Selection of state and county superintendents by some means other than by political party vote. Educational administration and supervision, 6: 1-8, January 1920.

The writer is convinced from the material he has gathered, that the best and most satisfactory method that has been evolved thus far is the one which provides for the selection of State superin-

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850. **Linville, Henry R.** Studies of American boards of education. American teacher, 9: 59-62, March 1920.

Labor representation in education, The size of boards of education, The method of selection, Cities changing from system of electing boards to system of appointing boards; Cities changing from system of appointing boards to system of electing boards; The mayor and the board, Bi-partizan boards, and School elections separate from general elections.

851. **Reville, John C.** The schoolmaster state. America, 22: 563-65, April 10, 1920.

Discusses the right of the state to turn schoolmaster, supreme, sole director of childhood and youth.

SCHOOL MANAGEMENT.

852. **Bogges, Helen M.** The curriculum of the public school. American education, 23: 356-59, April 1920.

Thinks we should develop the possibilities of our present curriculum rather than agitate for a new and untried one. Our instruction should be based on the fundamental instincts so that we may help to cultivate such qualities as kindness, sympathy, tolerance, justice, sincerity, loyalty, reverence, responsibility, love of home and country, moral courage, joy of fellowship, and proper exercise of social instincts and religious impulses.

853. **Deamer, Arthur.** An experiment in acceleration. Fargo public schools. Fargo, N. D., Board of education, 1919. 32p. 8°.

854. **Kelly, F. J. and Loomis, A. K.** Retardation in one-room rural schools in Kansas. Journal of educational research, 1: 371-84, April 1920.

SCHOOLHOUSES AND GROUNDS.

855. **Donovan, John J.** Odds and ends about the building of schools. American school board journal, 60: 41-42, April 1920.

856. **Ittner, William B.** A complete school plant. American school board journal, 60: 33-36, April 1920. illus.

The Franklin school, Port Arthur, Texas.

857. **Ramsdell, Charles H.** School ground planning as a community asset. American school board journal, 60: 36-38, 117, 119, April 1920. illus.

858. **Schafer, A. L.** Schools that school. American school board journal, 60: 29-30, April 1920.

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859. **Thorson, I. A.** The present outlook of the school furniture situation. National school building journal, 2: 5-8, February 1920.

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SCHOOL HYGIENE AND SANITATION.

860. **Beery, Clinton E.** Test of the Beery system of heating and ventilating. National school building journal, 2: 13-22, February 1920. illus.

The results of a test of the Beery system of heating and ventilating as installed in the Lincoln school at Rockford, Ill.

861. **Eddy, C. A.** Open window versus mechanical ventilation. American school board journal, 60: 44-45, April 1920. illus.

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862. **Hallett, E. S.** An advance in air conditioning in school buildings. *American school board journal*, 60: 48-50, April 1920. illus.

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863. **Hyatt, Thaddeus P.** Report of an examination made of 2,101 high school pupils. *Dental cosmos*, 62: 507-11, April 1920.

Dental examination of 2,101 girls in the Girls' high school, Brooklyn, N. Y.

864. **Kerr, James.** Eyesight in connection with education. *School hygiene* (London) 10: 116-26, November 1919.

Conditions in London discussed. Paper read at the Ophthalmological congress, London, May 1919.

865. **Tigert, John J.** The relation of defective vision to retardation. *Elizabeth teachers' quarterly*, 1: 17-29, March 1920.

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866. **National collegiate athletic association.** Proceedings of the fourteenth annual convention, held at New York city, December 30, 1919. 99p. 8°. (F. W. Nicolson, secretary-treasurer, Wesleyan university, Middletown, Conn.)

Contains: 1. T. A. Storey: Report of committee on universal physical training, p. 46-54. 2. H. D. Phillips: The relation of athletics to the college man and the nation, p. 65-71. 3. J. H. McCurdy: Physical efficiency as a national asset, p. 71-80. 4. N. D. Baker: [Physical training], p. 80-86. 5. F. A. Scott: Physical efficiency in business, p. 86-90.

867. ——— Report of the committee on extending the influence of the Association presented at the fourteenth annual convention of the Association, December 30, 1919. 51p. 8°. (F. W. Nicolson, secretary-treasurer, Wesleyan university Middletown, Conn.)

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868. **Boigey, Maurice.** L'éducation physique et l'école. *Revue pédagogique*, 76: 100-24, February 1920.

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869. **Graveson, Miss C. C.** Swedish drill in elementary schools. *Journal of experimental pedagogy* (London) 5: 188-94, March 5, 1920.

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870. **Hildebrant, Edith L.** The ethical value of physical education. *Educational review*, 59: 325-31, April 1920.

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871. **Jacob, A. Gertrude.** A new field for physical training teachers. *Mind and body*, 26: 17-28, April 1920.

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872. **Brown, Elwood S.** Teaching the world to play. *Physical training* 17: 270-78, April 1920.

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873. **Gulick, Luther Halsey.** A philosophy of play, with a foreword by Joseph Lee. New York, Boston [etc.] C. Scribner's sons [1920] xvi, 291 p. front. (port.) illus. (chart) 12°.

874. **Weigle, Luther A.** The child at play. Church school, 1: 23-25, 48, April 1920. illus.

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875. **Bushnell, C. J.** The community center movement as a moral force. International journal of ethics, 30 : 326-35, April 1920.

876. **Ellwood, Charles A.** The social problem; a reconstructive analysis. Rev. ed. New York, The Macmillan company, 1919. xii, 289 p. 12°.

Chapter VI, The educational element in the social problem, p. 222-47.

CHILD WELFARE.

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879. **Gibb, Spencer J.** Boy-work; exploitation or training? London, T. F. Unwin, ltd. [1919] 223p. 12°.

880. **Gould, Sir Alfred P.** The employment of school children. Child (London) 10: 241-45, March 1920.

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881. **Lovejoy, Owen R.** The salvage of childhood in the South. Survey, 44: 72, April 10, 1920.

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886. **Catholic church in the U. S.** Pastoral letter of the archbishops and bishops of the United States assembled in conference at the Catholic university of America, September 1919. Washington, D. C., National Catholic welfare council, 1920. 80p. 12°.

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892. **Dayton, Ohio. Board of education.** The co-operative industrial high school and the part-time trade extension (continuation) school for apprentices of Dayton. Dayton, Ohio, Christian publishing association, 1919. 16p. illus. 8°.

893. **Kunou, Charles A.** American school toys and useful novelties in wood. Milwaukee, Wis., The Bruce publishing company [1920] 71p. illus. obl. 8°.

894. **Miller, Alec.** The craftsman—his education and his place in industry. Parents' review (London) 31: 221-32, March 1920.

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899. **Association of American agricultural colleges and experiment stations.** Proceedings of the thirty-third annual convention . . . held at Chicago, Ill., November 12-14, 1919: Burlington, Vt., Free press printing company, 1920. 312p. 8°. (J. L. Hills, secretary, University of Vermont, Burlington, Vt.)

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900. **Amadeo, Tomás.** Agricultural instruction in Argentina. Bulletin of the Pan American union, 50: 420-30, April 1920. illus.

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901. **Ball, Katharine F. and West, Miriam E.** Household arithmetic. Philadelphia and London, J. B. Lippincott company [1920] 271p. illus. 12°.

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902. **Boys' and girls' club work in the United States.** Bulletin of the Pan American union, 50: 300-311, March 1920. illus.

903. **Cooley, Anna M. and Spohr, Wilhelmina H.** Household arts for home and school. New York, The Macmillan company, 1920. 2 v. illus. 12°.

Vol. I—The family budget, Care of the baby, Home furnishing, Textiles and sewing, Selection of clothing. Vol. 2—Care of the home, Cooking and serving, Selection of food, Laundering, Hospitality.

904. **Foulkes, Thomas Robert.** A course in home mechanics. Manual training magazine, 21: 269-72, April 1920.

A course in home repairs demonstrated in the high school at Sun Prairie, Wis.

905. **Lansing, Marion Florence.** Food and life. Boston New York [etc.] Ginn and company [1920] 182p. illus. 12°.

Written in collaboration with the late Dr. Luther H. Gulick.

Facts for boys and girls concerning the great business of food, giving the children a more intelligent understanding of their food needs and habits.

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907. **Baldwin, Simeon E.** *The young man and the law.* New York, The Macmillan company, 1920. 160p. 12°.
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908. **Cole, Rufus.** *The university department of medicine.* *Science*, 51: 329-40, April 2, 1920.
Says that if the science of medicine is to progress that each clinic of the hospital must be well equipped with laboratories in which the varieties of technique already developed in bacteriology, physiology, and chemistry can be used.
909. **Jessup, Walter A.** *The larger function of state university medical schools.* *Journal of the American medical association*, 74: 1068-70, April 17, 1920.
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912. **Fitzgerald, Ruth.** *The teaching of citizenship.* *High school journal*, 3: 99-102, April 1920.
A course of study in citizenship as developed in the seventh grade of the training school of the North Carolina college for women.
913. **National association of secondary school principals. Committee on social studies in the high school.** *Report, presented by Charles H. Judd, secretary, at the annual meeting, Cleveland, Ohio, February 23, 1920.* *School review*, 28: 283-97, April 1920.
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914. **Noyes, Hilda H.** *The development of useful citizenship.* *Journal of heredity*, 11: 88-91, February 1920.
Discusses the need of producing better racial stocks.
915. **Phillips, Robert.** *A test of citizenship.* *Education*, 40: 506-10, April 1920.
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916. **Williams, Talcott.** *Loyalty to Constitution test in education.* *National civic federation review*, 5: 23, April 1, 1920.
The National civic federation proposes to examine school and college textbooks in the light of American principles and to expose those things which are contrary to the convictions and the practice of the American people by law established and declared.

AMERICANIZATION.

917. **National conference on Americanization in industries.** *Proceedings . . . Nantasket Beach, Massachusetts, June 22-24, 1919.* 144p. 8°. (For sale by George F. Quimby, 1034 Kimball building, Boston, Mass.)
This conference is an outgrowth of the National conference of Americanization workers, held in Washington in May under the auspices of the Department of the Interior.

918. **Bevington, W. R.** Americanization problems in St. Louis. St. Louis Saturday night, p.14-15, April 10, 1920.

EDUCATION OF SOLDIERS.

919. **Keppel, Frederick Paul.** Some war-time lessons. The soldier's standards of conduct. The war as a practical test of American scholarship. What have we learned? New York, Columbia university press, 1920. 99p. 12°.
Three addresses delivered on various scholastic occasions during 1919. The second address shows how the practical worth of the American scholar was tested and proved by the war. The third takes up several general fields in which Americans had a chance to learn lessons of permanent value as the result of our war experiences.

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921. **Dealey, Hermione L.** College women and emotional attitudes. Education, 40: 511-19, April 1920.
Criticises the lack of opportunity in women's colleges for the expression of emotional attitudes toward life. Treats the subject under three heads: (1) Vocational interests; (2) sex interests; and (3) social interests.
922. **Girls;** by R. S. V. P. Atlantic monthly, 125: 490-95, April 1920.
923. **Guenot, H.** L'enseignement des littératures étrangères dans les lycées de jeunes filles. Revue universitaire, 29: 107-13, February 1920.
924. **Marin, Anne L.** What to teach the high school girl. Trained nurse and hospital review, 64: 322-23, April 1920.
Health instruction for high school girls.

EXCEPTIONAL CHILDREN.

925. **Cameron, Hector Charles.** The nervous child. London, H. Frowde, Hodder & Stoughton, 1919. 202p. 12°.
926. **Evans, Elida.** The problem of the nervous child. Introduction by C. G. Jung. New York, Dodd, Mead and company, 1920. ix, 299p. 8°.
Chapter headings of this book are: Statement of the problem, Development of repression, Symbolic thought, The child and the adult, Mental behavior of the child, Defense reactions, The parent complex, Buried emotions, Child training, Muscle erotism, The tyrant child, Teaching of right and wrong, Self and character.
927. **Morrison, J. Stuart.** Industrial training: what shall we subtract and what shall we add, in the new century of the education of the deaf. Volta review, 22: 222-27, April 1920.
Discussion by L. L. Wright and Mrs. Hurd: p. 227-31.
Advocates a closer coordination of the classroom and the work room. Says that more language, more trade language, and trade arithmetic should be added to the course of study.

REFORMATORY EDUCATION.

928. **Nalder, Frank Fielding.** The American state reformatory, with special reference to its educational aspects. Berkeley, University of California press [1920] 450p. plates, diagrs. 4°. (University of California publications. Education, vol. 5, no. 3.)

LIBRARIES AND READING.

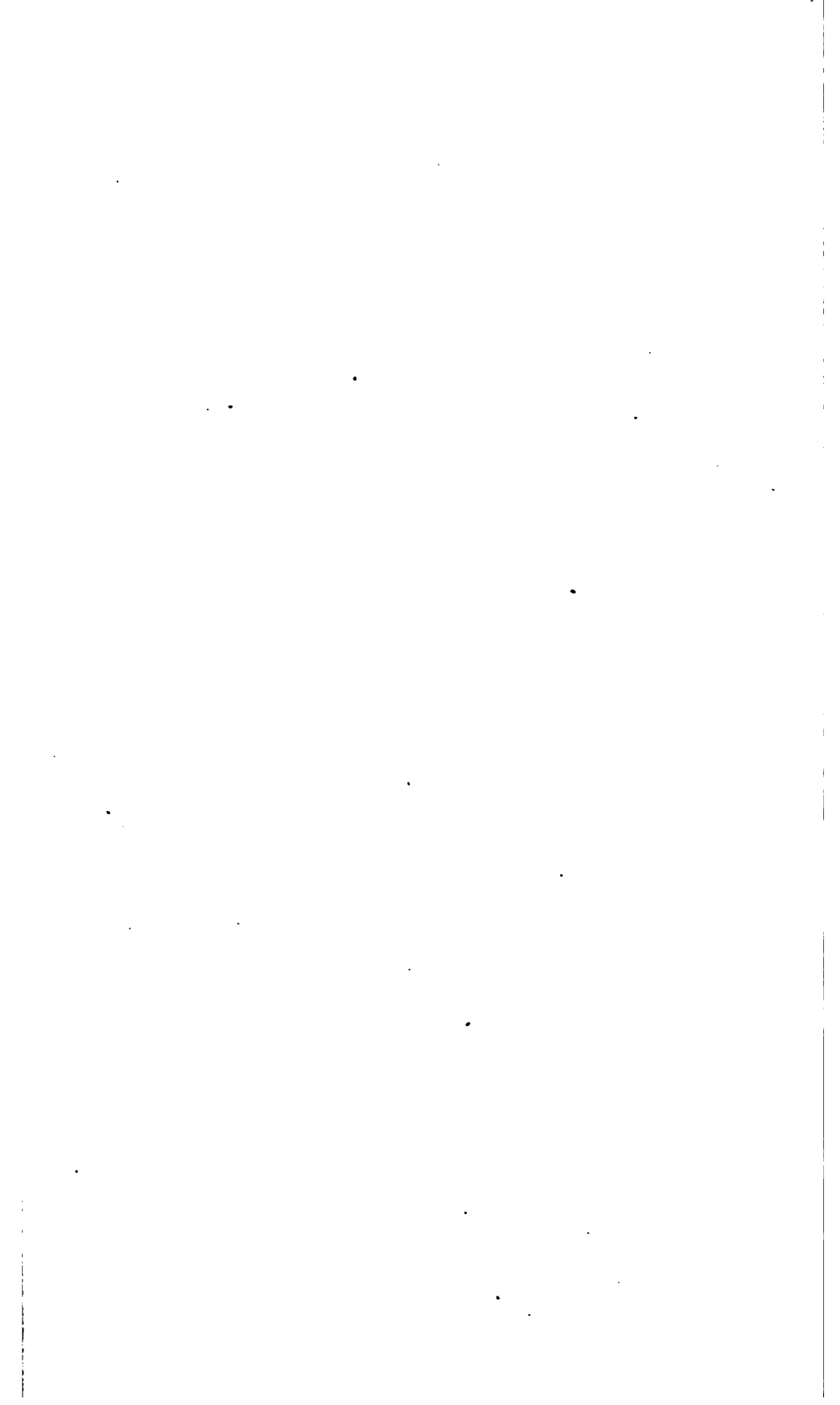
929. **Bostwick, Arthur E.** A great social institution. St. Louis Saturday night, p.2, April 10, 1920.
The St. Louis public library as a social institution.

930. **Gomph, Marguerite.** How can the English teacher help raise the standard of the high school library? *Journal of the New York state teachers' association*, 7: 47-51, March 1920.
931. **Merritt, Edward H.** The school library. *School and home education*, 39: 189-91, April 1920.
Some suggestions for a school library so that it may be of the greatest service.
932. **Milam, Carl H.** Adult self-education. *Public libraries*, 25: 182-84, April 1920.
By the director of the Enlarged program, American library association.
933. **Porter, Rebecca N.** Under the orange sign. *Survey*, 44: 21-24, April 3, 1920.
Describes the county library service in Santa Barbara county, California.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

934. The child and the kindergarten. By Julia Wade Abbot. Washington, 1920. 28p. (Kindergarten circular no. 6, February 1920.)
935. Public discussion and information service of university extension; by Walton S. Bittner. Washington, 1920. 54p. (Bulletin, 1919, no. 61)

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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1920, No. 17

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

JUNE, 1920



WASHINGTON
GOVERNMENT PRINTING OFFICE
1920

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—Scientific research—School administration—School management—Schoolhouses and grounds—School hygiene and sanitation—Physical training—Play and recreation—Social aspects of education—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education; School gardens—Professional education—Civic education—Americanization—Military training—Education of soldiers—Training of disabled soldiers—Education of women—Negro education—Education of deaf—Exceptional children—Libraries and reading—Bureau of Education; Recent publications.

NOTE

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

With this issue the record suspends publication for the summer.

PROCEEDINGS OF ASSOCIATIONS.

936. **Kentucky educational association.** Proceedings and addresses forty-eighth annual session, Louisville, Ky., June 23-26, 1919. 115 p. 8°. (R. E. Williams, secretary, Louisville, Ky.)

Contains: 1. R. L. McFarland: Some phases of agriculture under the Smith-Hughes act, p. 24-27. 2. Mrs. Hence Orme: The duty of parents and teachers after the war, p. 27-31. 3. J. A. Linke: Vocational education in the public schools, p. 31-35. 4. J. V. Chapman: Our rural problem, p. 35-40. 5. L. L.

Driver: The consolidated school as a community center, p. 41-45. 6. J. T. C. Noe: A fundamental essential of education in a democracy, p. 45-48. 7. S. S. Elam: Increased salaries of Kentucky teachers from the statistician's viewpoint, p. 49-53. 8. M. A. Cassidy: Lexington's experience with the junior high school, p. 53-59. 9. Harper Gatton: Madisonville's experience with the junior high school, p. 59-61. 10. Gordon Wilson: Folk-lore and folk-life in the high school, p. 64-68. 11. C. A. Shull: Vitalized botany teaching in the high schools, p. 73-78. 12. R. S. Eubank: What is the matter with Kentucky? p. 83-86. 13. E. J. Kinney: Teaching elementary agriculture with especial reference to the teaching of farm crops, p. 90-92.

937. **Mississippi teachers' association.** Proceedings of the thirty-fourth annual convention . . . Meridian, Miss., May 1-3, 1919. Brookhaven, Miss., The Lincoln county times, 1919. 78 p. 8°. (H. L. McCleskey, secretary, Station A, Hattiesburg, Miss.)

Theme: Educational reconstruction: the crisis of 1919.

938. **Pennsylvania. Department of public instruction.** Proceedings of educational congress, November 17-22, 1919. Harrisburg, Pa., J. L. L. Kuhn, printer to the commonwealth, 1920. 673 p. 8°.

Contains the following sections: 1. Higher education, p. 91-114. 2. Educational measurements, p. 115-56. 3. Music, p. 157-76. 4. Health education, p. 177-268. 5. Mental hygiene, p. 269-300. 6. Americanization, p. 301-22. 7. Rural education, p. 323-68. 8. Moral education, p. 369-86. 9. History and social science, p. 387-418. 10. General science, p. 419-32. 11. Vocational education, p. 433-76. 12. School support, p. 477-500. 13. English, p. 501-34. 14. Geography, p. 535-58. 15. Mathematics, p. 559-72. 16. Foreign languages, p. 573-82. 17. All-year school, p. 583-96. 18. Thrift, p. 597-602. 19. Art, p. 603-16. 20. Continuation school, p. 617-28. 21. High school administration, p. 629-60. 22. Libraries, p. 661-71.

939. **Washington educational association.** Thirty-third annual session . . . Seattle, Washington, October 29-31, November 1, 1919. Seattle, Washington printing company [1920] 213 p. 8°. (O. C. Whitney, secretary, Tacoma, Wash.)

Contains: 1. Albert Shiels: Education and the state, p. 38-45. 2. Albert Shiels: The place of industrial art in education, p. 45-51. 3. A. S. Burrows: School finance, p. 65-75. 4. A. S. Gist: Americanization, p. 76-80. 5. I. E. Miller: Professionalizing the county superintendency, p. 89-92. 6. F. O. Evans: Reorganizing high school mathematics, p. 94-98. 7. H. C. Phillips: Breaking away from the traditional in physics and chemistry teaching, p. 100-105. 8. Mary A. Grupe: Project work in the grades, p. 120-26. 9. G. W. Frasier: Grading and promotion of kindergarten and primary children, p. 127-32. 10. Carl Ryan: Quo vagamur, p. 133-45. 11. Winona Bailey: The two year problem in Latin, p. 146-51. 12. E. J. Klemme: The problem of the rural school, p. 152-56. 13. Josephine C. Preston: Rural health and sanitation, p. 187-91.

EDUCATIONAL HISTORY AND BIOGRAPHY.

940. **Elliott, G. B.** Gone German university days. Review, 2: 384-86, April 17, 1920.

Discusses student life and conditions at the University of Jena before the world war. Gives a character sketch of Prof. Haeckel.

941. **Miller, Clyde B.** Dr. Spaulding—expert in public education. American review of reviews, 61: 513-16, May 1920.

A sketch of the educational work of Frank E. Spaulding, now superintendent of schools of Cleveland, Ohio. In September 1920 Dr. Spaulding is to take charge of the new department of education in the graduate school of Yale university, where particular attention will be given to the training of public school executives.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

942. **Erskine, John.** New prospects in education. *Smith alumnae quarterly*, 11: 162-68, May 1920.

The writer thinks the question of illiteracy, our undeveloped possibilities in the arts, and our need of a common intellectual background are the chief peaks in our new educational horizon. To arrive at the common intellectual background we should have greater cooperation on the part of the higher institutions of learning, and to meet the menace of illiteracy nothing short of federal action on a large scale is likely to be adequate.

943. **Harris, T. H.** Pressing educational needs of Louisiana. *Southern school work*, 8: 359-65, May 1920.

944. **Hartwell, E. C.** The greatest need in public education today—wise and responsible leadership. *Journal of the New York state teachers' association*, 7: 82-86, April 1920.

Address before the Department of superintendence, National education association.

945. **McAndrew, William.** Why and how the public manages schools. *Outlook*, 124: 651-55, 707-8, 712-13, April 14, 21, 1920.

Continuation of a series on "Community civics; a practical educational course in citizenship." Part 1 discusses the "American idea" and its expression in the public schools. Part 2 takes up the New York state system of education; duties of the city board of education; money value of education, etc.

946. **Metcalf, John Calvin.** Humanizing education. *School and home*, 12: 7-9, April 1920.

Address delivered at the Georgia educational association, Macon, Ga., March 26, 1920.

947. **Neale, M. G.** The alarming crisis in American education and how some cities are meeting it. *American city*, 22: 447-52, May 1920.

A statistical study of school conditions; the teacher shortage; inadequate salaries, etc. Illustrated with graphs.

948. **Preston, Josephine Corliss.** The main issues of the year in educational work. *Northwest journal of education*, 31: 262-64, May 1920.

Read before the Inland empire teachers' association, 1920.

Also in *Inter-mountain educator*, 15: 346-48, April 1920.

Speaking of the conditions of teacher shortage, etc., particularly in the state of Washington, the writer says that there is no doubt the public schools can have everything which they need if the public school people continue to stand together. She says we need a campaign of education in every locality, county and state.

949. **Ryan, W. Carson, jr.** Education and educational institutions. *In* The American year book; a record of events and progress, 1919. New York and London, D. Appleton and company, 1920. p. 796-815.

Covers the educational movements of the past year under the following heads: Reconstruction in education, Americanization, Health and physical education, Vocational education, Teachers' problems, International relations in education, General educational progress. Followed by an article on Libraries by J. I. Wyer, jr., p. 816-18.

950. **Shearer, William J.** Elimination of waste in education by replacing Prussian system with an American plan. *Wyoming school journal*, 16: 229-31, April 1920.

An address before the Department of superintendence, National education association, Cleveland, Ohio, February 27, 1920.

Points of waste in our present systems of education and remedies for them.

951. Sorabji, B. K. *Facilities for Indian students in America and Japan.* Calcutta, Superintendent government printing, 1920. 18 p. 8°. (India. Bureau of education. Pamphlet no. 7.)
952. Thomsen, Mark L. *The call of the public school.* Oberlin alumni magazine, 16: 167-69, May 1920.
- The needs and shortcomings of the American public school.

FOREIGN COUNTRIES.

Great Britain.

953. *The doctor of philosophy in England.* Nature (London) 105: 204-6, April 15, 1920.
- Establishment of the Ph. D. degree at Oxford and Cambridge. Cites the history of the degree.
954. Ferroni, Giacomo. *Il carattere sociale della nuova legge scolastica in Inghilterra e le vicende del concetto sociale della scuola popolare in Italia.* Rivista pedagogica, 13: 51-83, January-February 1920.
955. Fisher, Herbert. *The undelivered Kingsway Hall address of the Minister of Education.* Teacher's world, 22: 1149, 1151, March 31, 1920; 23: 1, 4, April 7, 1920.
- An address by the Minister of Education of England containing proposals for introducing denominational religious instruction into Council schools and for a fuller control of non-provided schools by the local education authorities. The part published in the March 31 issue is headed "Mr. Fisher on the 'religious difficulty'." The second part is headed "Education under the new act. Mr. Fisher's survey of national needs and opportunities under the act of 1918."
- The delivery of this address was prevented by a demonstration made by a small number of London teachers.
956. Gray, Charles H. *The future and the public schools.* London, Nisbet & co. ltd. [1919] 5 p. l., 64 p. 8°.
- The author, a public school boy, foresees a coming social and political revolution in England, and believes that the future of the country depends upon public school men, who will be called upon to supply leadership under the supremacy of Labor.
957. Hood, Jack, pseud. *The heart of a schoolboy; with a preface by Rev. E. A. Burroughs.* London, Longmans, Green and co., 1919. xv, 104 p. 12°.
- A defense of the English public school system written by a public school boy still attending school.
958. Jones, Henry Arthur. *Patriotism and popular education . . . the whole discourse being in the form of a letter addressed to the Right Hon. H. A. L. Fisher, president of the Board of education.* 2d ed. London, Chapman and Hall, ltd., 1919. xxiv, 271 p. 8°.
- This book has aroused great interest because of the forceful criticism of the current system of popular education in England which it contains.
959. MacLean, George Edwin. *Opportunities for graduate study in the British Isles.* New York, Institute of international education, 1920. 40 p. 8°.
960. Moulton, H. Fletcher. *The powers and duties of education authorities with the text of the education (England) acts, 1870-1918.* London and Edinburgh, William Hodge & company limited, 1919. 250 p. 12°.

961. Owen, E. C. E. The reconstruction of public school education. Contemporary review, 117: 673-81, May 1920.

A plea for the classics. Conditions in English secondary schools discussed.

962. Waugh, Alec. The loom of youth; with preface by Thomas Seccombe. New York, George H. Doran company [1920] 350 p. 12°.

Previously published in England.

A novel in which the author develops the character of Gordon Caruthers, supposedly a typical English secondary school boy just before the war. The book is remarkable for its vivid portrayal of life in an English public school, and contains a vigorous criticism of athleticism in the secondary schools.

France.

963. Duchemin, Léon. Les langues vivantes dans l'enseignement primaire et dans l'enseignement technique. Revue de l'enseignement des langues vivantes, 37: 145-48, April 1920.

Discusses the present status of modern language teaching in French schools.

964. Finelle, Jean. Vers l'université nouvelle. La vie universitaire, new series, no. 3, p. 5-8, February 1920.

Current tendencies in the French universities.

Germany.

965. Busch, Wilhelm. Das kartenbild im neuen deutschen schulatlas und seine verwendung im unterricht. Monatschrift für höhere schulen, 19: 24-38. January-February 1920.

966. Stölzle, R. Der streit um die zulassung der immaturl zum hochschulstudium. Monatschrift für höhere schulen, 19: 91-96, March 1920.

China.

967. Dewey, John. What holds China back. Asia, 20: 373-77, May 1920.

Writer says that the crowded population has bred the conservative habits of mind of the Chinese. Innovation and experimentation get automatically discouraged, not from lack of intelligence, but because intelligence is too keenly aware of the mistakes that may result from change.

EDUCATIONAL THEORY AND PRACTICE.

968. National society for the study of education. Nineteenth yearbook. Pt. I. New materials of instruction. Pt. II. Classroom problems in the education of gifted children. Bloomington, Ill., Public school publishing company, 1920. 2 v. 8°. (Guy M. Whipple, secretary-treasurer, University of Michigan, Ann Arbor, Mich.)

Contains: Pt. I.—1. Reading exercises based on children's experiences, p. 20-30. 2. Reading for children in non-English-speaking families, p. 31-39. 3. Reading for non-English speaking adults, p. 40-46. 4. Tests in reading as part of classroom routine, p. 47-51. 5. Reading instructions for college students, p. 52-57. 6. A book prepared by pupils, p. 58-68. 7. A book of local history, p. 69-73. 8. Lessons in local history and geography, p. 74-82. 9. Lessons amplifying the ordinary textbook accounts found in geographies, p. 83-132. 10. Exercises in mathematics, p. 133-45. 11. Nature study, p. 146-55. 12. Community life, p. 156-74. Pt. II.—13. Flexible promotion schemes as related to the school progress of gifted children, p. 11-27. 14. Special rooms for gifted pupils, p. 28-41. 15. The experimental room at Urbana, p. 42-54. 16. Results of the educational tests, p. 55-75. 17. Results of a practice-test in multiplication, p. 76-88. 18. Results of the mental tests, p. 89-95. 19. Methods of teaching as adapted to the instruction of gifted children, p. 96-111. 20. General summary and recommendations, p. 112-19. 21. Bibliography on the psychology and pedagogy of gifted children, p. 120-25.

969. **Anthony, Katherine M.** The development of personality in school children. Virginia teacher, 1: 31-35, March 1920.
970. **Bailey, C. W.** Happiness in the school, some practical suggestions for beginners in teaching. London [etc.] Blackie and son limited, 1919. 85 p. 16°. (Half-title: Blackie's library of pedagogics)
971. **Durney, Joseph A.** Departmental instruction in the intermediate grades. Catholic educational review, 18: 288-301, May 1920.
Thinks that more than one teacher in an intermediate grade produces weak harmony, absence of united class effort, and loose coordination.
972. **Gass, Sherlock Bronson.** A lover of the chair. Boston, Marshall Jones company, 1919. 308 p. 12°.

The author discusses the leading problems of education in a democracy, and the wider problem of democracy itself. On the side of education he shows that the present lurch towards vocational training in the public schools is really not democratic at all, but it assumes that a child is to be fitted for a place in which he shall stay—an aristocratic assumption.
973. **Howorth, I. W.** Method in education. School and society, 11: 481-86, April 24, 1920.
974. **Hughes, James L.** Adult and child—how to help, how not to hinder; a study in development by comradeship. Syracuse, N. Y., C. W. Bardeen [1920] 187 p. 12°.
975. **Meriam, Junius L.** Child life and the curriculum. Yonkers-on-Hudson. N. Y., World book company, 1920. xli, 538 p. 12°.

This book advocates an elementary school curriculum based on current problems in home, community, and national life, in place of the traditional curriculum which has been predominant in most schools. The author is superintendent of the University elementary school at Columbia, Mo., and his discussion of the curriculum is virtually a report upon the actual conduct of this school during the past twelve years. Supplementary readings and general references are given at the close of each chapter, and there is a general bibliography at the end of the book.
796. **Parker, I. Valentine.** Education in a democracy. Educational foundations, 31: 391-94, March 1920.
Cultural versus vocational education. In conclusion the writer says that physical training is essential, religious and ethical instruction urgent, but not within the province of the public school, and that the chief end of education is the training of the mind.
977. **Paton, Stewart.** The essentials of an education. Mental hygiene, 4: 268-80, April 1920.
Says that provision should be made in clinics and dispensaries for instructing teachers in the art of analyzing the personality and discovering the forces at the foundation of character. Presents an inventory of educational progress at three important periods of a pupil's life.
978. **Strayer, George Drayton and Engelhardt, M. L.** The classroom teacher at work in American schools. New York, Cincinnati [etc.] American book company [1920] 400 p. 12°. (American education series. G. D. Strayer, general editor)
A book for teachers which treats of the organization and administration of public education, as well as of the technique employed by the teacher in his daily work.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

979. **Abbot, E. Stanley.** Program for mental hygiene in the public schools. Mental hygiene, 4: 320-30, April 1920.
Says that in the state department of education there should be established a bureau of educational child study and adjustment, for the supervision and direction of the mental and physical hygiene work in the central and other special schools, etc.

980. **Goddard, Henry Herbert.** Human efficiency and levels of intelligence. Lectures delivered at Princeton university April 7, 8, 10, 11, 1919. Princeton, Princeton university press, 1920. vii, 128 p. diagrs. 12°.
981. **Kirkpatrick, Edwin A.** Imagination and its place in education. Boston, New York [etc.] Ginn and company [1920] x, 214 p. 12°.
Bibliography: p. 209-14.
982. **Laird, Donald A.** Does there exist a need for a program of education in mental hygiene. *Mental hygiene*, 4: 393-403, April 1920.
Study based on questionnaires sent to representative laymen, professors, public school teachers, and physicians.
983. **Richards, Esther L.** Some adaptive difficulties found in school children. *Mental hygiene*, 4: 331-63, April 1920.
Study based on data contributed by representatives from the fields of biology, psychology, psychopathology, and sociology. The discussion was invited by the Joint committee on education of Chicago, in 1916 and 1917, in the interests of their public schools.
984. **Rosenow, Curt.** Is lack of intelligence the chief cause of delinquency? *Psychological review*, 27: 147-57, March 1920.
Discusses the bearing which actual modern statistical findings have upon the question.
985. **Strong, Edward K., jr.** Introductory psychology for teachers. Baltimore, Warwick & York, inc., 1920. xii, 233 p. illus. 8°.
This course takes up concrete experiences of everyday life, relates them to the problems of learning and individual differences, and so develops these two topics. Behavior as a whole is considered from the start, and is thereafter gradually subdivided.
986. **White, William A.** Childhood: the golden period for mental hygiene. *Mental hygiene*, 4: 257-67, April 1920.
Says that childhood is the period *par excellence* for prophylaxis and consequently the period, above all others, which must be studied, if psychiatry is ever to develop an effective program of prevention.

EDUCATIONAL TESTS AND MEASUREMENTS.

987. **Brooks, Samuel S.** Putting standardized tests and scales to practical use in the rural schools. *Journal of educational research*, 1: 392-97, May 1920.
988. **Caldwell, Helen Hubbert.** Adult tests of the Stanford revision applied to college students. *Journal of educational psychology*, 10: 477-88, December 1919.
Bibliography: p. 433.
"The author summarizes the results of the application of various intelligence tests to college students, and reports the use of the Terman adult tests with 40 college students. The tests give a correlation of .48 with intelligence estimates made by teachers."
989. **A condensed guide to the Binet tests.** *Training school bulletin*, 17: 1-39, March-April 1920.
Pt. I. Binet tests and diagnosis, by S. D. Porteus.—Pt. II. Tests and test procedure, by S. D. Porteus and Helen F. Hill.—Pt. III. Notes and comments.
990. **Courtis, Stuart A. and Thorndike, Edward L.** Correction formulas for addition tests. *Teachers college record*, 31: 1-24, January 1920.
991. **Denver, Colo.** School district no. 1. Sixteenth annual report of School district no. 1 in the city and county of Denver, Colo., for the year ending on June 30, 1919. 278 p. illus. 8°.
Contains on pages 46 to 106 the first annual report of the Department of measurements and standards by Ella Switzer.

992. Freeman, Frank N. Types of high school students. *School review*, 23: 388-87, May 1920.

An intellectual diagnosis of boys who were giving difficulty to their teachers in the University high school of the University of Chicago. The boys were examined by means of the Stanford revision of the Binet scale.

993. Kallom, Arthur W. Reproduction as a measure of reading ability. *Journal of educational research*, 1: 359-68, May 1920.

994. Kanter, J. R. Intelligence and mental tests. *Journal of philosophy, psychology and scientific methods*, 17: 280-68, May 6, 1920.

995. May, Mark A. Standardized examinations in psychology and logic. *School and society*, 11: 533-40, May 1, 1920.

"The purpose of this paper is to show how the technic of mental and educational testing can be applied to examinations in elementary psychology and elementary logic."

996. Pressey, S. L. The "efficiency" of a group scale of intelligence in prognosticating success and failure in junior high school. *Journal of applied psychology*, 4: 381-85, December 1919.

Data based on scores obtained from the sixth grade children of a large junior high school, and with the school history of these children for three semesters since the tests were made.

997. ——— and Balston, Ruth. The relation of the general intelligence of school children to the occupations of their fathers. *Journal of applied psychology*, 4: 366-73, December 1919.

An analysis, according to the occupation of the father, of results with a group scale of intelligence from 548 unselected school children 10 to 14 years of age.

998. ——— and Shively, I. M. A practical information test for use with delinquents and illiterate adults. *Journal of applied psychology*, 4: 374-80, December 1919.

A test of the general nature of Whipple's range of information test.

999. Proctor, W. M. The use of psychological tests in the educational guidance of high-school pupils. *Journal of educational research*, 1: 369-81, May 1920.

1000. Rugg, H. G. Rating scales for pupils' dynamic qualities: standardizing methods of judging human character. *School review*, 28: 337-49, May 1920.

Discusses "a new type of measuring instrument for certain important traits in high school students." Presents a classification of mental abilities and processes. The scale provides a method of rating by which "a student is rated on five groups of qualities by being compared directly with five other students, whose names have been assigned definite positions on the scale."

1001. Starch, Daniel. A test in Latin. *Journal of educational psychology*, 10: 489-500, December 1919.

"The test here described is composed of two parts, a vocabulary test and a translation test. The translation test is subdivided into four parts, corresponding to the four years of high school Latin. The norms are derived from the scores of nearly 1,000 pupils in thirteen high schools."

1002. Theisen, W. W. The operation of bureaus of educational research—with particular reference to Wisconsin. *Journal of educational research*, 1: 382-91, May 1920.

1003. Thorndike, Edward L. Intelligence examinations for college entrance. *Journal of educational research*, 1: 329-37, May 1920.

1004. **Trabue, M. B. and Stockbridge, Frank P.** Measure your mind; the mentimeter and how to use it. Garden City, N. Y., Doubleday, Page & company, 1920. vii, 349 p. illus. 8°.

In this book the principles of applied psychology, as they bear upon mental tests, are stated in popular language. The work is adapted for use by employers, by teachers of all grades, by parents, and by young men and women striving for self-improvement and advancement and desirous of learning something of their own mental capacities and limitations as a guide to choice of vocation.

1005. **Voigt, Woldemar.** Über das logisch-rechnerische denken der zehn- bis zwanzigjährigen auf grund experimenteller untersuchungen. Zeitschrift für pädagogische psychologie und experimentelle pädagogik, 20: 386-409, December 1919.

SPECIAL METHODS OF INSTRUCTION.

1006. **Goode, J. Paul.** Scope and outlook of visual education. Visual education, 1: 6-13, April 1920.

An address delivered at the Cleveland meeting of the Dept. of superintendence, National education association, February 26, 1920.

Also in Southern school work, 8: 373-76, May 1920; Ohio educational monthly, 59: 147-60, May 1920, and other magazines.

1007. **Linke, Edith A.** An experiment in teaching in response to children's questions. Teachers college record, 21: 55-67, January 1920.

The aim of this paper is to show the results of an experiment in primary education based upon the following problems: (1) Can we use children's questions as natural stimuli to projects? (2) What development follows from these questions when the answers are worked out by pupils in the higher grades?

1008. **Pendleton, Charles S.** The socialized recitation. Journal of the New York state teachers' association, 7: 86-91, April 1920.

Address before the Department of superintendence, National education association, Cleveland, 1920.

1009. **Pierce, Bessie L.** The socialized recitation. Historical outlook, 11: 182-93, May 1920.

The socialized history recitation.

1010. **Roach, Charles.** Visual instruction in community center work. Educational film magazine, 3: 8-9, 26, 28, April 1920.

A portion of this paper was read at the Cleveland meeting of the National education association, Department of superintendence, 1920.

1011. **Thurstone, L. L.** What is an educational motion picture? Visual education, 1: 34-38, April 1920.

SPECIAL SUBJECTS OF CURRICULUM.

ENGLISH AND COMPOSITION.

1012. **Dolch, Edward W.** Teaching literature. English journal, 9: 185-93, April 1920.

An effort to ascertain the results of literature teaching in the high school. Says that studying literature as art will bring to the same bar of judgment "the classics in the school library and the magazines in the rack at the drug store."

1013. **Geyer, Ellen M.** Prevision vs. revision. Inter-mountain educator, 15: 297-302, March 1920.

Some suggestions for developing self-reliance in pupils in their English work.

1014. Joy, Florence L. Gleanings from freshman English. *English journal*, 9: 201-9, April 1920.

A study based on an examination of 1,300 papers, many from a state university, some from a large college, and some from a school of applied science.

1015. Leisy, Ernest E. The teaching of argument. *Illinois association of teachers of English bulletin*, 12: 1-15, April 1, 1920.

1016. Patterson, Samuel W. High school journalism, its supervision and possibilities. (Part II) *Bulletin of high points*, 2: 12-17, March 1920.

1017. Paul, H. G. A report on better speech week. *English journal*, 9: 194-200, April 1920.

Based on data gathered from a number of American cities. Discusses the value of the movement for better speech.

1018. Young, Stark. Blind mouths. *Bookman*, 51: 347-50, May 1920.

Considers the literary productions of college students. Questions whether writing of any value can be taught, and if it can be taught what sort should the teaching be.

MODERN LANGUAGES.

1019. Burkhard, Oscar. The future of the study of German in America. *School review*, 28: 360-67, May 1920.

Advocates an early revival of the interest in German language and literature in our schools.

1020. Meredith, A. B. The relative amount of foreign language in a well-balanced high school curriculum. *High school quarterly*, 8: 166-70, April 1920.

Thinks that the study of foreign languages has a place in curricula for individualistic and cultural purposes, but it should not be required of all pupils.

1021. Phelps, Ruth Shepard. Why study French? *School and society*, 11: 496-93, April 24, 1920.

Read before the Modern language section of the Minnesota educational association, November 4, 1919.

1022. Purin, C. M. The importance of foreign language study in the general scheme of American education. *Modern language journal*, 4: 325-30, April 1920.

1023. Ripman, Walter. Modern languages at the first school examination. *Journal of education and School world (London)* 52: 291-93, May 1, 1920.

Conditions in England; language tests intended to ascertain the amount of knowledge that may be acquired under normal school conditions after four to five years' instruction in the first foreign language studied.

ANCIENT CLASSICS.

1024. Grinstead, Wren J. A proposed guide to the etymological importance of Latin words. *Classical journal*, 15: 475-78, May 1920.

Study based on experiments conducted by the writer in the University of Wisconsin in 1915-16.

1025. Horner, B. L. The use of games in teaching Latin. *Classical journal*, 15: 479-81, May 1920.

Discusses the value of the spelling bee, or contest for Latin vocabularies; English game of logomachy applied to Latin; published picture games, etc.

1026. McCrea, Nelson G. Training versus education. *Classical journal*, 15: 482-93, May 1920.

Discusses methods in translating Latin.

1027. **Ross, C. F.** Education for democracy. *Educational review*, 59: 381-94, May 1920.

A plea for the classics. Says that the tendency in education to-day is to stress the study of things at the expense of the study of thoughts.

1028. **Sage, Evan T.** The classics for engineers. *Engineering education*, 10: 364-70, April 1920.

A reply to the article by Rudolph Hering in the *Engineering-news record* for June 26, 1919, entitled "Training in Latin and Greek not best for engineers." The writer answers some of Mr. Hering's arguments.

SOCIAL SUBJECTS.

1029. **Purcell, Helen E.** Teaching psychology via life. *Educational review*, 59: 395-400, May 1920.

Advocates the connecting of psychology with life and its practical value. The teaching of psychology has been too abstract and indirect; it should be concrete and direct.

GEOGRAPHY.

1030. **Brown, Robert M.** Fifth-grade geography textbooks: a criticism. *Journal of geography*, 19: 172-85, May 1920.

The writer was awarded a prize of \$100 by the American geographical society for the above-named essay. Criticizes geography teaching in the fifth grade because it spreads before the child a mass of unrelated details on many topics.

MATHEMATICS.

1031. **Breslich, E. R.** Junior high school mathematics. *School review*, 28: 368-78, May 1920.

Says that the algebra and geometry of the junior high school should deal with concrete problems; problems of the classroom, home, field, and park.

1032. **Eaton, Edith St. J.** Some applications of the project method in high school mathematics. *School science and mathematics*, 20: 443-47, May 1920.

Contends that projects give comparatively little training in true mathematical thinking; the pupil acquires mathematical facts but not mathematical reasons. But says that the project method can be made a valuable supplement to instruction in mathematics.

SCIENCE.

1033. **Brownell, Herbert.** The rôle of laboratory work in general science, and the teacher training it involves. *General science quarterly*, 4: 389-99, March 1920.

Given before the Central association of science and mathematics teachers, Chicago, November 29, 1919.

1034. **Burlingame, Leonas L., and Martin, Ernest G.** General biology and the junior college. *Science*, n. s. 51: 452-55, May 7, 1920.

Emphasizes the need of a course in general biology in junior colleges.

1035. **Crew, Henry.** The problem of the history of science in the college curriculum. *Scientific monthly*, 10: 475-81, May 1920.

Advocates the need of early courses in the history of botany, zoology, chemistry, and physics, in addition to the numerous historical courses already offered in other branches of the modern quadrivium.

1036. **Derôme, Juvénal.** L'enseignement des notions scientifiques à l'école primaire élémentaire. *Revue pédagogique*, 76: 235-58, April 1920.

1037. **Eaton, Joseph J.** Minimum essentials of a course of science in a machine shop vocational school. *Manual training magazine*, 21: 301-305, May 1920.

1038. **Grier, N. M.** The range of information in biology. III. Botany. *Journal of educational psychology*, 10: 509-16, December 1919.

References: p. 516.

"One hundred common terms in first-year botany were given to over 180 high school pupils, and the results are compared with those of similar tests in zoology and physiology already reported. The author concludes that the fundamental conceptions of botany are more familiar to high school pupils than are those of zoology and physiology."

1039. **Hunter, George W.** The relation of general science to biological science in the secondary school. *General science quarterly*, 4: 381-89, March 1920.

Given before the annual meeting of the Minnesota educational association at Minneapolis, Minn., November 7, 1919.

1040. **Pieper, Charles J.** Fundamentals in method—old and new. *School science and mathematics*, 20: 409-15, May 1920.

Discusses instruction in chemistry; the laboratory method and its abuse.

1041. **Buch, G. M.** The general science of the future. *School science and mathematics*, 20: 423-32, May 1920.

Says the ability of general science to work out a better method of instruction than the special science of the past will be its only chance for the future in the curriculum. Discusses general science for junior high school grades, etc.

NATURE STUDY.

1042. Nature-study review, vol. 16, no. 4, April 1920. (Bird study number)

Contains: 1. W. P. Alexander: Peter—the story of a pet owl, p. 133-35.
2. R. W. Shufeldt: Life history of the black skimmer or scissor-bill, p. 136-40.
3. Anna B. Comstock: Suggestions for a graded course in bird study, p. 147-58.
4. Henry Klein: The belted kingfisher, p. 165-74.

MUSIC.

1043. **Seashore, Carl Emil.** The psychology of musical talent. Boston, New York [etc.] Silver, Burdett and company [1919] 288 p. illus. (incl. music) tables, diagrs. 12°. (Half-title: Beverly educational series, ed. by W. W. Charters)

1044. **Woods, Glenn H.** Public school orchestras and bands. Boston, Oliver Ditson company [1920] 198 p. illus. (incl. music) 12°.

A manual for the assistance of those interested in instrumental music in the public schools.

ELOCUTION.

1045. **Gosling, Thomas W.** The reorganization of methods of debate in high schools. *English journal*, 9: 210-18, April 1920.

Recommends the open forum as a means of eliminating the defects connected with the present methods of debate. For one thing the open forum prepares the coming generation for intelligent participation in public questions.

1046. **Newcomb, Charles M.** The standardization of first year courses. *Quarterly journal of speech education*, 6: 43-50, April 1920.

Read at the 1919 convention of the National association of teachers of speech in presenting the committee report on the first year course in public speaking.

SAFETY.

1047. **Payne, E. George.** Experimental reconstruction. Arkansas teacher, 8: 16-20, April 1920.

An address delivered before the National education association, Cleveland, Ohio, February 27, 1920.

Tells how St. Louis is reducing the number of accidents by systematic instruction in accident prevention as a part of the instruction in arithmetic civics, language, reading, etc.

1048. **Whitman, W. G.** Fire hazards and safeguards: suggestions for ten lessons. General science quarterly, 4: 409-19, March 1920.

KINDERGARTEN AND PRIMARY SCHOOL.

1049. **Murray, E. R. and Smith, Henrietta Brown.** The child under eight. London, E. Arnold, 1919. 236 p. 12°. (The modern educator's library. General editor, Prof. A. A. Cock)

1050. **Ray, Annie.** Some modern studies in primary education through the teaching of geography, history and good citizenship. Training school quarterly, 7: 97-107, January, February, March 1920.

Paper read before Primary teachers association, North Carolina Teachers Assembly.

1051. **Save the child for America.** Outlook, 125: 68-69, May 12, 1920.

Discusses the fundamental value of the kindergarten. Illustrated.

1052. **Stoner, Winifred Sackville.** The needed education. Progressive teacher, 26: 37-38, May; 39-40, June 1920.

Early training and care of children.

1053. **Temple, Alice.** The kindergarten—primary unit. (Part 2.) Elementary school journal, 20: 618-27, April 1920.

Discusses language activities in the kindergarten-primary period: Conversation; group composition; and reading in the first grade, etc.

RURAL EDUCATION.

1054. **Betelle, James O.** Rural schools for state of Delaware. American school board journal, 60: 51-55, 117, May 1920. plans.

One and two teacher buildings.

1055. **Crawford, R. P.** The school of the future. Journal of education, 91: 507-509, May 6, 1920.

The consolidation of schools.

1056. **Galpin, C. J.; Davies, G. W., and Wyman-Stone, Grace.** Social surveys of rural school districts; how made and how utilized. Madison, Wis., Extension service of the College of agriculture, University of Wisconsin, 1920. 24 p. illus. 8°. (Circular 122. February 1920)

1057. **Gt. Brit. Board of education. Welsh department.** The experiment in rural secondary education at Welshpool county school for boys. Welsh department, Board of education. [London, Printed and published by H. M. Stationery office] 1920. 52 p. 8°.

1058. **Klemme, E. J.** The problems of the rural schools. American school-master, 13: 139-44, April 1920.

A paper read before the Washington educational association, at Seattle, Wash.

1059. **Knight, Edgar W.** The consolidation of rural schools. Chapel Hill, N. C., Pub. by the University, 1920. 26 p. 8°. (University of North Carolina extension leaflets, vol. 3, no. 6, February 1920)

Selected references, p. 24-26.

SECONDARY EDUCATION.

1060. **Batchelder, Nathaniel Horton.** Democracy and education. Atlantic monthly, 125: 651-57, May 1920.

A reply to "Patrons of democracy," an article by Dallas Lore Sharp in the Atlantic monthly, November 1919, p. 649-60. Defends the private school against Prof. Sharp's criticisms.

1061. **Clark, Thomas Arkle.** The high school boy and his problems. New York, The Macmillan company, 1920. 194 p. 12°.

CONTENTS.—The high school boy.—The course.—Studies and other things.—Examinations and grades.—The leisure hour.—Books and reading.—Social activities.—Morals and manners.—Choosing a profession.—Going to college.

1062. **Claxton, P. P.** The six-six plan of school organization. Junior high clearing house, 1: 14-16, April 1920.

1063. **New York (City) Board of education.** Bureau of reference, research, and statistics. The junior high school. A list of annotated references to current literature on the junior high school. New York, Board of education, 1919. 51 p. 8°. (Bulletin no. 17—1919)

1064. **Vanderlip, Frank A.** Secondary education. Journal of education, 11: 553-55, May 8, 1920.

Suggestions for enriching secondary education. Believes that the creation of ambition and the development of the imagination are of tremendous importance in the education of children.

NORMAL TRAINING.

1065. **Society of college teachers of education.** College courses in education. Committee reports presented as a basis for discussion. Presented at the meeting of the Society of college teachers of education, Chicago, February 24-25, 1919. Marshalltown, Iowa, Marshall printing company [1919] 87 p. 8°. (Educational monographs, no. 8)

Contains: 1. W. C. Ruediger: Introductory statement outlining a tentative list of basic courses, p. 5-11. 2. G. M. Willson: Titles of college courses in education, p. 12-30. 3. Franklin Bobbitt: Basis of organization of professional training courses, p. 31-34. 4. G. S. Counts: The general course in secondary education in American colleges and universities, p. 35-42. 5. F. N. Freeman: Courses in educational psychology in colleges, universities and normal schools, p. 43-61. 6. A. J. Jones: Preliminary report of the Committee on the preparation of curricula for the professional training of different types of teachers, p. 62-73.

1066. **Coffman, Lotus D.** Teacher training departments in Minnesota high schools. New York, General education board, 1920. 92 p. front. 12°.

CONTENTS.—I. The history of the movement.—II. The teachers of the training departments.—III. The students in high school training departments.—IV. The curriculum.—V. Instruction.—VI. Administration.—VII. Finances.—VIII. What Minnesota superintendents think of the training departments.—IX. Concluding statement.

1067. **Holmes, Henry W.** The normal school curriculum. School and society, 11: 550-55, May 8, 1920.

Abstract of an address given at the Educational congress at the State department of education, Albany, N. Y., May 1919, and at the Educational congress at the State department of education, Harrisburg, Pa., November 1919.

The writer believes that every teacher, in every state, of whatever grade, should have had a four-year course of training of collegiate grade.

1068. **Morgan, J. P.** Normal school attendance. National school digest, 39: 13-16, May-June 1920.

Crisis in attendance at state normal schools. Causes named and remedies suggested.

1069. Ontario. Education department. Catalogue of books, recommended for teachers' institutes by the department of education. Toronto, Printed and published by A. T. Wilgress, 1918. 21 p. 8°.
1070. Sipple, Leslie B. What the state normal schools can and should do for the improvement of rural schools and country life. Rural education, 1: 4-9, March 15, 1920.
An address at the National conference on rural education and country life, Sioux Falls, South Dakota, October 14, 1919.
1071. Swift, Fletcher Harper. The teachers' baccalaureate. Teachers college record, 21: 25-50, January 1920.
I. The origin and present status of teachers' professional degrees.—II. The B. A. as the teacher's professional degree.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

1072. Conference on rural education. State normal school, Worcester, Mass., March 19, 1920. [Papers] Education, 40: 527-79, May 1920.
Subject: The teacher crisis.
Contains: 1. W. B. Aspinwall: Address of welcome, p. 527-32. 2. H. S. Gruver: The close relationship of the community to the problem, p. 523-30. 3. W. C. Ryan, jr.: How will the nation-wide shortage of teachers affect the future of our democracy? p. 540-47. 4. F. W. Wright: The teacher-crisis, p. 548-50. 5. A. H. Wilde: The opportunity for university co-operation, p. 551-58. 6. M. B. Hillegas: The Vermont plan—inspiring and forward-looking, p. 559-70. 7. A. C. Boyden: Teacher-training is indispensable. Shall it be raised to collegiate rank? p. 571-75. 8. G. A. Coe: A basis of appeal to young men and women in the interest of the teaching profession, p. 576-79.
1073. Battenburg, J. P. Teacher shortage—causes and remedies. Journal of the New York state teachers' association, 7: 104-108, April 1920.
Address before the Department of superintendence, National education association, Cleveland, 1920.
1074. Connor, William L. A new method of rating teachers. Journal of educational research, 1: 338-58, May 1920.
1075. Duke, Samuel P. The teacher shortage. Virginia teacher, 1: 61-65, April 1920.
Speaks particularly of conditions in Virginia, the shortage of teachers, the results of the situation and remedies for it.
1076. Hinkle, H. M. Why re-employ our best teachers? American school board journal, 60: 43-44, 119, May 1920.
Some opinions of leaders in educational thought on the subject of retaining teachers who have proven satisfactory rather than getting other teachers.
1077. Hurt, H. W. A brief study of college salaries. Educational foundations, 31: 401-407, March 1920.
1078. Jones, Olive M. Should teachers affiliate with organized labor? Journal of education, 91: 451-52, April 22, 1920.
The writer, who is the daughter of a laborer, believes in organization for teachers but not in affiliation with the American federation of labor.
1079. Lowery, J. G. The attitude of college students toward teaching. School review, 28: 379-82, May 1920.
Study based on questionnaire presented to the students of Muskingum college, New Concord, Ohio.
1080. Manuel, Herschel T. Save the schools. School and society, 11: 493-95, April 24, 1920.
The scarcity of trained teachers and what can be done to remedy the situation.

1081. **Minnesota. Department of education.** Teacher shortage and salaries. Report of proceedings by State board of education. St. Paul, 1920. 24 p. 8°.
1082. **Osburn, W. J.** The personal characteristics of the teacher. Educational administration and supervision, 6: 74-85, February 1920.
The most important personal characteristics of successful teachers.
1083. **O'Shea, M. V.** The outlook for the teaching profession. Normal instructor and primary plans, 29: 18, 60, May 1920.
The writer says that there is no profession which is now so much in the public mind as teaching. The need of increased salaries is recognized and communities in general are answering the demand.
1084. **Peters, R. F.** Why professional growth is painful to the ordinary teacher. American school board journal, 60: 45-46, May 1920.
Discusses some conditions that make personal development of teachers improbable if not impossible, such as lack of time, lack of incentives, long periods of satisfactory service, dependence on textbooks, and too much uniformity in school policies.
1085. **Sharp, G. Ray.** How shall teachers organize? Educational issues, 1: 88-91, April 1920.
Believes in teachers organizing but not affiliating with American federation of labor.
1086. **Smith, H. P.** How far can teachers' organizations go and be professional? Midland schools, 34: 279-81, April 1920.
Paper read before the Iowa superintendents' club, November 5, 1919.
1087. **Smith, Henry Louis.** The teacher's personality. American teacher, 9: 79-82, April 1920.
Discusses four characteristics of strong, inspiring personality of teachers: (1) A warm responsive heart, (2) Forcefulness, (3) Vision, and (4) Habit of constant growth.
1088. **Stewart, Isabel M.** How to attract more capable women for the teaching field. American journal of nursing, 20: 634-39, May 1920.
1089. **Taft, Helen.** A square deal for the teacher. Journal of education, 91: 423-24, April 15, 1920.
In the Green book magazine.
The salaries of college teachers.
1090. **Wilson, H. B.** The participation of the teaching staff in school administration. Educational administration and supervision, 6: 61-67, February 1920.
1091. **Wooster, Lorraine Elizabeth.** The problem of an adequate number of adequately trained teachers. Wyoming school journal, 16: 232-35, April 1920.
Address before the Conference of state superintendents, February 26, 1920.

HIGHER EDUCATION.

1092. **Association of colleges and secondary schools of the Southern states.** Proceedings of the twenty-fourth annual meeting, Louisville, Ky., December 4-5, 1919. New Orleans, Tulane university press [1920] 83 p. 8°. (E. A. Bechtel, secretary, Tulane university, New Orleans, La.)
Contains: 1. C. G. Maphis: Shall we restate our educational aims and revise our educational practice as a result of the revelations of the great world war? p. 31-48. 2. S. P. Capen: Implications of war experience for colleges of liberal arts, p. 48-55. 3. C. H. Judd: Departments of education in colleges and universities, p. 55-61. 4. J. W. Carr: The need for physical education, p. 63-69. 5. Emille W. McVea: The present curricula of colleges for women, p. 72-79.

1093. National conference committee on standards of colleges and secondary schools. Minutes of the thirteenth conference . . . held at New York, N. Y., March 23, 1920. 6 p. 8°. (F. W. Nicolson, secretary, Wesleyan university, Middletown, Conn.)
1094. North central association of colleges and secondary schools. Proceedings of the twenty-fourth annual meeting . . . March 20-22, 1919, Chicago, Ill. Pub. by the Association, 1919. 164 p., [47 p.] 8° (H. M. Gage, secretary, Huron College, Huron, S. Dak.)
 Contains: 1. J. B. Davis: The relations of the junior college to the high school and to the community, p. 33-39. 2. G. E. Maxwell: Standards in practice teaching, p. 39-41. 3. A. A. Reed: Federal co-operation in teacher placement, p. 43-51. 4. George Buck: Our mutual relationship, p. 57-64. 5. P. B. Kolbe: Non-government agencies and movements in education, p. 64-76. 6. L. D. Coffman: The influence of the war on the public schools, p. 76-83. 7. J. B. Davis: Influence of the war on vocational guidance in high school, p. 94-99. 8. F. G. Pickell: Socialized instruction in the high school, p. 99-110. 9. J. M. Wood: report of the junior college sub-committee, p. 110-19. 10. Directory standards, statistical analysis and list of accredited secondary schools . . . also the special study respecting the effect of the war on secondary schools in North central association territory, 47 unnumbered pages following p. 164.
1095. Atkinson, Alfred. Inaugural address. Inter-mountain educator, 13: 291-97, March 1920.
 Address of the president of the Montana state college of agriculture and mechanic arts, at Bozeman, January 14, 1920.
 The needs of the times and the place of Montana state college in contributing to the solution of many scientific problems.
1096. Bevan, Ralph H. Permanent peace and the Rhodes scholarships. Outlook, 125: 164-66, May 26, 1920.
1097. Brannon, Melvin A. Some difficulties and joys of a college president. Quarterly journal of the University of North Dakota, 10: 314-19, April 1920.
1098. Corwin, Robert N. The problem of the liberal arts college. Educational review, 59: 368-80, May 1920.
 Advocates the liberal arts courses as making for character and mental stability.
1099. Garth, Thomas Russell. How college students prepare their lessons. Pedagogical seminary, 27: 90-98, March 1920.
 The experimental determination and evaluation of the methods of study of three groups of college students taken as representative of the great body of students in American colleges.
1100. Harker, Joseph B. Making the schools and colleges of Methodism fully efficient. Christian student, 21: 6-20, February 1920.
 The minimum academic and financial standards for an efficient college, the present condition of Methodist colleges, and how efficiency can be secured.
1101. Hughes, R. M. Adequate support of higher education from the standpoint of the state. School review, 28: 350-59, May 1920.
 Discusses the question under three heads: (1) Regular instruction of students resident at state institutions; (2) extension teaching; (3) expert advice and guidance of all or part of the activities of the state by specialists employed by the university.
1102. Jameson, J. Franklin. An international council of scholars. American review of reviews, 61: 526-27, May 1920.
 An account of the International union of academics, which together with the International research council will have its headquarters in the "Palace of academics" at Brussels. American scholars are represented in the Union through the American council of learned societies, a federation of eleven national societies of specialists devoted to humanistic studies.

1103. **McConaughy, James L.** The college and the economic situation. Educational review, 59: 361-67, May 1920.

Advocates the supremacy of the Christian, or denominational college, over the non-sectarian college as an institution for training character. Discusses the inadequacies of salaries of professors and teachers.

1104. **McVey, Frank L.** The office of university president. Quarterly journal of the University of North Dakota, 10: 303-13, April 1920.

Subjects discussed are Evolution of the office, Selection of presidents, Tenure of office, Board of trustees, Teaching staff, Faculty as the essential element, Academic freedom, Budget, appointments, and salaries, University plant, President and students, Alumni, and The office and the public.

1105. **Pastow, L. J.** The liberal arts. University of California chronicle, 22: 168-73, April 1920.

Thinks that in the University of California the name College of letters and science should be discarded for College of liberal arts. Everywhere such colleges should be called the Colleges of liberal arts and there should be but one degree given and that the Bachelor of arts. Our task is to determine what are the liberal arts which should lead to a Bachelor of arts degree.

1106. **Stearns, Wallace N.** The university man in "Y" war work. Quarterly journal of the University of North Dakota, 10: 336-46, April 1920.

1107. **Stevenson, J. J.** Academic unrest and college control. Scientific monthly, 10: 457-65, May 1920.

Among the suggestions offered for allaying the unrest are the following: Close contact of professors and trustees; where several schools exist, an intimate bond should unite the faculties; careful selection of trustees and professors; work in each department should be carefully supervised; payment of just salaries.

1108. The university president. Review, 2: 410, 412, April 17, 1920.

Requisites for a successful university president; selection of professors, etc. Recommends limiting the tenure of office of president to four or six years.

SCIENTIFIC RESEARCH.

1109. **Harper, B. A.** The stimulation of research after the war. Science, n. s. 51: 473-78, May 14, 1920.

1110. **Merriam, John C.** The function of educational institutions in development of research. University of California chronicle, 23: 133-43, April 1920.

SCHOOL ADMINISTRATION.

1111. National association of school accounting and business officials of public schools. Report of the eighth annual meeting . . . Cleveland, Ohio, May 20-22, 1919. 109 p. 8°. (George F. Womrath, secretary-treasurer, Minneapolis, Minn.)

Contains: 1. E. M. Brown: Stocking and distribution of school supplies, p. 6-11. 2. Preliminary report of Committee on janitorial service, p. 12-22. 3. Report of progress by Committee on janitorial service, p. 22-30. 4. D. D. Hammelbaugh: The reorganization of the public school business system of a small city, p. 35-38. 5. H. W. Anderson: School bonds, p. 39-42. 6. H. R. Bonner: Compulsory attendance laws, p. 48-58. 7. H. C. Case: A uniform system of school accounting, p. 59-67. 8. W. R. McCornack: School buildings as they are and as they should be, p. 69-73. 9. Irving Cooper: Economies gained in standardizing schoolhouse plans, p. 73-87. 10. Report of the Committee on standardization of school building measurements and cubical contents, p. 89-91. 11. E. C. Baldwin: Two systems of heating and ventilation, p. 93-102.

1112. **Broome, Edwin C.** Strengthening the superintendency. American school board journal, 60: 47, May 1920.

The school board and the superintendent. Considers measures of strengthening the superintendency—personal and professional qualifications of the superintendent, selection and term of office and powers and duties of the office.

1113. **Burris, W. P.** A federal department of education. *Elementary school journal*, 20: 600-9, April 1920.

Writer is opposed to the administration of such a department by a secretary of education to be appointed by the President as a member of his cabinet. Commends the invaluable work of the Bureau of education.

1114. **Capen, Samuel P.** Pending federal legislation. *Elementary school journal*, 20: 584-92, April 1920.

An address delivered before the Society of college teachers of education, February 23, 1920, at Cleveland, presenting a critical study of some of the educational bills now before Congress. Of the eighty bills, the writer says that twenty or more are extremely important because they "embody large issues of national policy." He thinks that three of them will probably pass the present Congress. They are as follows: (1) The Wadsworth army reorganization bill, carrying the provision for universal military training; (2) the Kenyon-Vestal bill for Americanization and the eradication of illiteracy; and (3) the Fess bill for the rehabilitation of industrial cripples.

1115. **Gaylor, C. W.** The cleavage in the public schools. *School and home education*, 39: 210-13, May 1920.

Sets forth objections to the dual system of administering the elementary and high schools of a community. Says in conclusion that after careful consideration it seems unwise and undesirable to separate the local schools of a community into two separate systems under two Boards of Education and supervised by two supervising officers.

1116. **Judd, Charles H.** Desirable amendments of the Smith-Towner bill. *Elementary school journal*, 20: 610-17, April 1920.

Asks for a redrafting of the bill in some of its major sections. Says that the original draft was made as an emergency measure in the midst of the war, and is open to grave objections.

1117. **Marsh E. O.** School budgets and taxation. *American school board journal*, 60: 38-39, May 1920.

Paper read before the Michigan association of school boards and superintendents, May 29, 1920.

Essentials of budget making, function of budgets, etc.

1118. **Shawkey, M. P.** Financing a modern school program. *Journal of the New York state teachers' association*, 7: 100-104, April 1920.

Address before the Department of superintendence, National education association, Cleveland, 1920.

The need for large sums of money for the schools and the views of state superintendents as to how the money should be obtained. Sixteen feel that the state ought to bear most of the burden, six favor joint state and national action, while none feel that the Federal government should provide the greater part of the increased funds.

1119. **Spokane, Wash.** Public schools. Annual report for the year ending June 30, 1919, and A study of school finances. 56 p. 12°.

1120. **Strayer, George D.** Why we need a secretary of education. *Elementary school journal*, 20: 593-99, April 1920.

A strong plea for the establishment of a federal department of education with a secretary in the President's cabinet. Reviews the provisions on the subject of the Smith-Towner bill now pending in Congress. The text of this bill is printed in full on pages 575-83 of the same issue, of the *Elementary school journal*.

1121. **Swift, Fletcher Harper.** Existing educational inequalities. *American school board journal*, 60: 29-30, May 1920.

The inequalities of educational opportunities due to local support and local domination. Thinks the state should bear between 65 and 75% of the cost of education.

SCHOOL MANAGEMENT.

1122. **Alfonso, Alfonso.** L'efficacia educativa del dolore. *Rivista pedagogica*, 13: 36-50, January-February 1920.
The educational effect of pain when inflicted as a punishment for misconduct.
1123. **Corson, David B.** Classification of pupils. *Educational administration and supervision*, 6: 86-93, February 1920.
Classification and grading of pupils in the schools of Newark, N. J.
1124. **Edmunds, S. H.** A principal's duties and responsibilities. *High school quarterly*, 8: 162-66, April 1920.
1125. **Hall-Quest, Alfred L.** Supervised study in the grades. *American education*, 23: 396-401, May 1920.
Address delivered at the Cleveland meeting of the Department of superintendence, National education association.
1126. **Layton, Warren K.** A tendency in the grading and promotion of pupils. *School and home education*, 39: 213-18, May 1920.
Examines a number of educational innovations which have attracted attention and interest from time to time, and then considers the tendency toward a new basis for grading and promotion which has apparently been embodied in these changes.
1127. **Borem, S. O.** Supervised study as a school project. *Junior high clearing house*, 1: 23-24, April 1920.

SCHOOLHOUSES AND GROUNDS.

1128. **Keene, Marcel S.** A new method of air conditioning in school buildings. *American city*, 22: 423-31, April 1920.
Experiment with ozone apparatus tried in the schools of St. Louis, Mo.
1129. **Lewis, S. B.** Air conditioning in school buildings. *School science and mathematics*, 20: 448-54, May 1920.
Concludes that mechanical ventilation is indispensable. In no other way can the positive air movement be insured.

SCHOOL HYGIENE AND SANITATION.

1130. **Fronczak, Francis E.** School hygiene. *Public health nurse*, 12: 418-22, May 1920.
Presidential address, 12th Congress of the American school hygiene association, Cleveland, February 24, 1920.
1131. **McCurdy, J. H.** Essentials of a state health program. *High school quarterly*, 8: 148-54, April 1920.
Paper given at Cleveland, February 25th, 1920, before the State high school supervisors association.
Resolutions recommended: (1) Secure careful health examinations at least of all pupils who are below the average in mental or physical capacity; (2) Urge the organization of adequate required courses of health instruction and physical education practice under competent supervision; and (3) Urge the adoption of physical efficiency tests for all students, which shall measure annually their strength and skill, endurance and general efficiency.
1132. **Mitchell, David, and Forbes, Harriet.** Malnutrition and health education. *Pedagogical seminary*, 27: 36-66, March 1920.
The organization of nutrition classes, philosophy of nutrition classes, mental ability of undernourished children, and emotional characteristics.
1133. **Multer, W. J.** Dental education in the schools of Nassau county, New York. *Dental cosmos*, 62: 572-78, May 1920.
Says that the school records show that between 90 and 95 per cent of the school children need dental attention. Illustrated.

1134. **Silvester, Austin B.** Malnutrition among school children. *American physical education review*, 25: 157-61, April 1920.
Results of a study of 4,500 school children of Montclair, New Jersey.
1135. **Wallace, J. Sim.** Child welfare and the teaching of certain dentists, school medical officers, medical officers of health and other medical men. London, Baillière, Tindall and Cox, 1919. 102 p. 12°.

PHYSICAL TRAINING.

1136. **Hetherington, C. W.** University professional training courses in physical education. *American physical education review*, 25: 185-97, May 1920.
I. The demand for trained physical educators.—II. The responsibility of universities.—III. The nature of a standard university professional training course.—IV. The organization of the course.
1137. **Replogle, S. H.** Physical education needs and difficulties in county schools. *Mind and body*, 28: 61-66, May 1920.
Read at the annual meeting of the Pennsylvania educational association, Philadelphia, Pa., December 1919.
1138. **Snedden, David.** Problems of physical education. *School and society*, 11: 541-50, 575-82, 601-6, May 8, 15, 22, 1920.
Notes of an address given before the National physical education association, April 9, 1920.
The meaning of physical training, physical training for development, corrective physical training and physical training for life work, etc.

PLAY AND RECREATION.

1139. **Mackay, Constance D'Arcy.** Imaginative recreation in rural districts. *Playground*, 14: 30-37, 83-96, April, May 1920.
Part I deals with commercial recreations and Part II with non-commercial recreation which develops under the leadership of university and college.

SOCIAL ASPECTS OF EDUCATION.

1140. **Ethical culture school, New York City.** Parents and teachers association of the Ethical culture school. New York City [1920] 31 p. illus. 8°.
Suggestions for those wishing to organize parents and teachers associations.
1141. **Hard, William.** They must have espionage. *New republic*, 22: 248-50, April 21, 1920.
Discusses the educational survey of Passaic, N. J., by the U. S. Bureau of education.
1142. **Leavell, R. H.** The Capleville spirit, and how it grew. *Outlook*, 124: 760, 764-65, April 23, 1920.
Account of a constructive community building in Capleville, Tenn. Describes the social, religious, and educational interests of the community.
1143. **Mecklin, John M.** An introduction to social ethics; the social conscience in a democracy. New York, Harcourt, Brace and Howe, 1920. ix, 446 p. 8°.
Chapter XVI of Part III of this book deals with The school and the social conscience, including the social function of the school, the democratic ideal in education, the school and moral discipline, and academic freedom.
1144. **Norton, Mrs. J. C.** The Mothers' congress and parent-teachers' association. President's annual address, Phoenix, Arizona, March 9, 1920. *Arizona teacher*, 5: 23-26, March 1920.
Religion, politics, education, and civics as factors in child welfare and the responsibility of the home in improving conditions along these lines.

1145. **Perry, Clarence Arthur, comp.** School center gazette, 1919-1920. New York city, Department of recreation, Russell Sage foundation, 1920. 55 p. 8°

Contains a list of school centers open season of 1919-20, with statistics of the same.

MORAL EDUCATION.

1146. **Claxton, Philander Priestley.** The moral element in public education. In Third World's Christian citizenship conference. Addresses, 1919. Pittsburgh, Pa., National reform association, 1920. p. 305-13.

RELIGIOUS EDUCATION.

1147. **Cope, Henry Frederick.** Education for democracy. New York, The Macmillan company, 1920. 275 p. 12°
Gives attention to democracy as a religious ideal, and to spiritual values in school studies and school activities.
1148. **Dickerson, Roy E.** A neglected phase of religious education. Biblical world, 54: 263-67, May 1920.
Course of study based on the facts of science and philosophical conclusions drawn from them. Evidences of plan and purpose in the universe.
1149. **Diffendorfer, Ralph E.** The church and the community. New York. Pub. jointly by Council of women for home missions and Interchurch world movement of North America [1920] xii, 177 p. 12°.
Chapter VI of this book contains material on schools.

MANUAL AND VOCATIONAL TRAINING.

1150. **Western drawing and manual training association.** Annual report, 1919. Grand Rapids, Mich., Pub. by the Association [1919] 244 p. 8°.
(Bulletin, vol. 3, no. 4) (L. R. Abbott, secretary, Grand Rapids, Mich.)

Contains: 1. I. S. Griffith: President's address, p. 22-28. 2. W. B. Owen: Controlling ideas in educational reconstruction, p. 28-38. 3. E. W. Selvidge: New ideals in vocational education suggested by the Student army training corps, p. 40-48. 4. C. N. Werntz: New ideals in art teaching suggested by the war, p. 48-54. 5. Emma M. Church: A plan for national university of the arts, p. 55-68. 6. C. A. Bennett: A national school of industrial art, p. 69-77. 7. Lionel Robertson: The young designer in industry, p. 77-85. 8. Edna N. White: Reconstruction phases of household arts, p. 103-10. 9. Katherine M. Lester: An appreciation of Greek sculpture p. 110-28. 10. A. F. Siepert: Committee report on standards and tests in manual arts, p. 132-39. 11. William Varnum: The need and method of teaching freehand drawing in vocational education, p. 146-54. 12. Evelyn H. Jensen: House decoration in theory and practice, p. 155-60. 13. Elizabeth W. Robertson: Reconstruction work in occupational therapy, p. 162-67. 14. John Callahan: Our common schools and vocational education, p. 182-84. 15. James McKinney: Some essentials in teacher training as they apply to trades and industries, p. 185-90. 16. E. T. Filbey: Industrial education vs. industrial training, p. 191-96. 17. W. H. Willard: Standardization of courses in mechanical drawing, p. 197-205.

1151. **Bowman, Clyde A.** Graphic aids in occupational analysis. 11 p. f°.
Reprinted from Industrial-arts magazine.
An address read at the Conference of manual arts instructors, Cincinnati, December 4, 1919.
1152. **Cooley, E. L.** Problems of the continuation school. Industrial-arts magazine, 9: 175-80, May 1920.
Address read before the National society for vocational education, Chicago, February 24, 1920.
The place of the continuation school in the whole scheme of education, and some suggestions as to what the special problems are and how they may, at least in part, be met.
Also in Wisconsin journal of education, 52: 153-57, 189, May 1920, under the title "The problem of part-time education for employed people."

1153. **Goaling, Thomas Warrington.** The function of part-time continuation schools. *School and society*, 11: 571-75, May 15, 1920.

An address before the National association of secondary school principals at Cleveland, February 23, 1920.

1154. **Radolph, A. Adela.** Industry as an elementary school subject. *Industrial-arts magazine*, 9: 181-85, May 1920. illus.

VOCATIONAL GUIDANCE.

1155. **Intercollegiate vocational guidance association.** Summary of fourth convention by Catherine Filene [and some of the papers read at the meeting]. *Journal of education*, 91: 479-88, April 29, 1920.

Contains: 1. J. M. Brewer: The need for vocational guidance in colleges, p. 480-81. 2. Flora Rose: Opportunities in household economics, p. 481-82. 3. Mrs. Arthur Livermore: Politics, a field for women, p. 482. 4. Mrs. E. S. King: Social work as a professional opportunity, p. 483-84. 5. Betsey Campbell: Educational work in stores, p. 485-86. 6. Mildred Nason: Psychiatric social work, p. 486-87. 7. A. W. Browne: Industrial chemistry, p. 487-88. 8. Frances Perkins: Industrial research, p. 488.

1156. **Brewer, John M.** The need for vocational guidance in colleges. *School and society*, 11: 511-17, May 1, 1920.

Address delivered at the Fourth Intercollegiate conference on vocations for women, Cornell University, March 5, 1920.

1157. **Scott, Walter Dill.** Changes in some of our conceptions and practices of personnel. *Psychological review*, 27: 81-94, March 1920.

Address of the president before the American psychological association, Cambridge meeting, December 1919.

AGRICULTURAL EDUCATION; SCHOOL GARDENS.

1158. **Bailey, Liberty Hyde.** The school-book of farming; a text for the elementary schools, homes, and clubs. New York, The Macmillan company, 1920. xi, 388 p. plates, illus. 12°.

Topic 9 of this book deals with the community, including its trades and professions, the community center, the political units, schools, clubs, the church, etc. The remainder of the work is on various aspects of agriculture and stock-raising.

1159. **McCloskey, A.** A garden for a child. *America*, 22: 604, April 17, 1920.

Thinks that a garden is a child's birthright and that the child's garden should be definitely and inviolably his own. Gives some suggestions in the selection of plants that are easy to grow and prolific.

1160. **Patterson, Alice Jean.** Children and gardens. *School news and practical educator*, 33: 510-12, May 1920.

Discusses the five values of garden work, the economic, the ethical, the scientific, the health, and the aesthetic value.

PROFESSIONAL EDUCATION.

1161. **Association of American law schools.** Seventeenth annual meeting . . . Chicago, Ill., December 30-31, 1919. *American law school review*, 4: 481-538, April 1920.

Contains: 1. H. F. Stone: Address of the president, p. 483-92. 2. O. K. McMurray: The four-year plan at the University of California, p. 492-94. 3. R. R. Miller: The four years course, p. 494-96. 4. Albert Kocourek: Jurisprudence as an undergraduate study, p. 496-500.

1162. **National association of dental faculties.** Proceedings of the thirty-sixth annual meeting held at New Orleans, La., October 18, 1919, and special meeting held at Atlanta, Ga., January 27, 1919. 87 p. 8°. (Charles C. Allen, secretary, Kansas City, Mo.)

1163. **Society for the promotion of engineering education.** Proceedings of the twenty-seventh annual meeting . . . Baltimore, Md., June 25-28, 1919. Pittsburgh, Pa., Office of the Secretary, 1919. 372 p. 8°. (F. L. Bishop, secretary, Pittsburgh, Pa.)

Contains: 1. F. J. Goodnow: Address of welcome [Engineering schools] p. 15-23. 2. J. F. Hayford: Reflections of an S. P. E. E. president, p. 28-41. 3. C. F. Allen: The case system for the study of law: what it is, and its bearing on engineering education, p. 42-59; Discussion, p. 60-65. 4. I. N. Hollis: Engineering colleges and administration, p. 66-100. 5. L. L. Thurstone: Mental tests for engineering students, p. 113-14; Discussion, p. 114-21. 6. W. T. Magruder: An experiment in vocational intelligence testing of fourth-year mechanical engineering students, p. 122-28; Discussion, p. 129-58. 7. F. J. Morrow: Military training in engineering schools, p. 159-65. 8. G. R. Chatburn: The Society for the promotion of engineering education. A survey of its past and a reconnaissance of its future, p. 180-219; Discussion, p. 219-23. 9. G. W. Case: Teaching safety in engineering schools, p. 224-34. 10. E. O. Leuschner: Degrees, p. 235-40. 11. A. H. Blanchard: Highway transport engineering, p. 244-49. 12. E. J. Kunze: The vitalizing principle in education, p. 250-70. 13. C. P. Bliss: The visual industrial course, inc., p. 271-75. 14. Anson Marston: The effect of the war upon engineering education in the United States, p. 276-85; Discussion, p. 286-91. 15. G. C. Anthony: The new course at Tufts college, p. 298-306.

1164. **Braisted, W. C.** The obligations of medicine in relation to general education. Journal of the American medical association, 74: 1203-15, May 1, 1920.

President's address before the American medical association, New Orleans, April, 1920.

Discusses insufficiency of training in hygiene and sanitation. Advocates a national department of health. Emphasizes a higher standard of fitness for medical students; place of Latin and Greek in curricula of medicine, etc.

1165. **Frothingham, Channing.** Medical education and the public. Harvard alumni bulletin, 22: 702-705, April 29, 1920.

The self-criticism and public spirit which are now so marked a feature of the medical profession. The writer emphasizes particularly the improvement in the standards of medical education and the need for still further improvement.

1166. **Filcher, Richard B.** The profession of chemistry. London, Constable & company ltd., 1919. xiv, 199 p. 12°.

This book gives a concise presentation of the education and training recommended for the profession of chemistry, and of the possible careers open to chemists in England.

CIVIC EDUCATION.

1167. **Dean, William Harper.** I discover my government. II. Red cross magazine, 15: 52-53, 78-79, June 1920. illus.

This second article in a series treats of the problems which this country presents to our Bureau of education in Washington. What the Bureau of education is and what are its functions.

1168. **Gildemeister, Theda.** The teaching of patriotism. Journal of the New York state teachers' association, 7: 95-99, April 1920.

Address before the Department of superintendence, National education association, Cleveland, 1920.

1169. **Snedden, David.** The "case group" approach to program of civic education. Historical outlook, 11: 197-99, May 1920.

AMERICANIZATION.

1170. **Shiels, Albert.** A practical and effective programme of Americanization. Journal of the New York state teachers' association, 7: 136-42, May 1920.

Address before the Department of superintendence, National education association, Cleveland, Ohio.

1171. **Talbot, Winthrop, comp.** Americanization; principles of Americanism, essentials of Americanization, technic of race assimilation, annotated bibliography. 2d ed., rev. and enl. by Julia E. Johnsen. New York, The H. W. Wilson company, 1920. lxiv, 373 p. 12°. (The handbook series)

MILITARY TRAINING.

1172. **Smith, Edward C.** The S. A. T. C. from the military viewpoint. Educational review, 59: 401-19, May 1920.

Work of the Students' army training corps. Says that from the viewpoint of academic work accomplished, in its brief existence, the S. A. T. C. was not a success; but from the military standpoint it would have attained its purpose.

EDUCATION OF SOLDIERS.

1173. **School life**, vol. 4, no. 8, April 15, 1920. (U. S. Army education number)

Contains: 1. S. G. Blanton and L. K. Koontz: The Army as a national school, p. 4-6. 2. P. C. March: What the Army has to offer young men of character and ambition, p. 13-14.

TRAINING OF DISABLED SOLDIERS.

1174. **Baldwin, Bird T.** The function of psychology in the rehabilitation of disabled soldiers. Iowa City, Ia., 1920. p. [267]-290. plates. 8°. (Walter Reed monograph)

1175. **Gilbreth, Frank B. and Lillian M.** Motion study for the handicapped. London, George Routledge & sons, ltd., 1920. xvi, 165 p. plates. 8°

1176. **Wagh, Frank A.** Occupational therapy in tuberculosis. Scientific monthly, 10: 438-56, May 1920.

Discusses the reconstruction of disabled soldiers, as developed in the military hospitals for tuberculosis: vocational, physical, etc. Illustrated.

EDUCATION OF WOMEN.

1177. **Blanchard, Phyllis.** The adolescent girl; a study from the psychoanalytic viewpoint. With a preface by G. Stanley Hall. New York, Moffat, Yard and company, 1920. 242 p. 12°.

CONTENTS.—1. The broader view.—2. The sexual and material instincts of the adolescent girl.—3. The adolescent conflict.—4. The sublimation of the libido.—5. Pathological manifestations of libido in adolescent girls.—6. The adolescent girl and love.—7. The adolescent girl and her future.

1178. **Phillips, R. Le Clerc.** Women of mark and their education. Bookman, 51: 328-31, May 1920.

The influence of education on talent. Says the higher education has not succeeded, at least so far, in developing originality in women whether of genius or of personality.

1179. **Sakamoto, Kiyoshi.** Secondary education for girls in Japan. School news and practical educator, 33: 535-41, May 1920. illus.

NEGRO EDUCATION.

1180. **Lyford, Carrie Alberta.** A Hampton girl's training. Southern workman, 49: 209-16, May 1920. illus.

EDUCATION OF DEAF.

1181. **Goldstein, Max A.** The deaf child. *Volta review*, 22: 347-52, June 1920.
1182. Statistics of speech-teaching in American schools for the deaf. *Volta review*, 22: 362-75, June 1920.
1183. **Walker, Jane B.** Opportunities for the hard of hearing in New York city. *Volta review*, 22: 307-10, May 1920.
An address at the opening of the lip-reading classes of Evening public school No. 32, New York city.

EXCEPTIONAL CHILDREN.

1184. **Haines, Thomas H.** Detecting the feeble-minded in a city school population. *Journal of educational psychology*, 10: 501-508, December 1919.
An intelligence survey of the school population of Columbus, Ohio. The writer says that such a survey affords indispensable information for the intelligent planning of the education, or preparation for citizenship, of the different parts of a city population.
1185. **Malland, Carl.** Measures for the relief of "hard of hearing" school children. *Child (London)* 10: 289-98, April 1920.
Work in the elementary schools of Copenhagen, Denmark; establishment of a "hard of hearing" school.
1186. **Partlow, W. D. and Haines, Thomas H.** Mental rating of juvenile dependents and delinquents in Alabama. *Journal of applied psychology*, 4: 291-309, December 1919.
Discusses the value of group intelligence rating tests, and the relations of the same to individual examinations made by the Binet-Simon method. Investigations were in the four industrial schools of Alabama.
1187. **Patri, Angelo.** The gifted child. *Red cross magazine*, 15: 37-42, 74, May 1920. illus.
The gifted child in the public school.

LIBRARIES AND READING.

1188. **Glass, Jessie J.** Organizing a high school library for service. *Nebraska teacher*, 22: 414-16, 420, May 1920.
The work of the high school library at Lincoln, Nebraska.
1189. **Penniman, James Hosmer.** The child and the book. I. *School bulletin*, 46: 146-47, April 1920.
The writer says that no part of education has more to do with character-building than the inculcating of a love of good literature.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

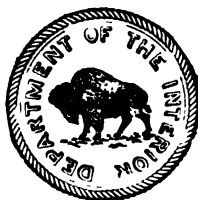
1190. Child health program for parent-teacher associations and women's clubs. Washington, 1920. 16 p. illus. (Health education no. 5)
1191. Statistics of state school systems, 1917-18. Prepared by the statistical division of the Bureau of education under the supervision of H. R. Bonner, Washington, 1920. 155 p. (Bulletin, 1920, no. 11)
Advance sheets from the Biennial survey of education, 1916-1918.
1192. A survey of education in Hawaii, made under the direction of the Commissioner of education. Washington, 1920. 171 p. (Bulletin, 1920, no. 16)
Preliminary edition, containing chapters I to IV of final report.

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1920, No. 25

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

SEPTEMBER, 1920



WASHINGTON
GOVERNMENT PRINTING OFFICE
1920

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—Scientific research—School administration—School management—Schoolhouses and grounds—School hygiene and sanitation—Sex hygiene—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral and religious education—Manual and vocational training—Vocational guidance—Agricultural education; Home economics—Commercial education—Professional education—Civic education—Americanization—Education of soldiers—Training of disabled soldiers—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

The present issue lists the publications received since the compilation of the number for June, 1920, at which time the record was suspended for the summer.

PROCEEDINGS OF ASSOCIATIONS.

1193. **Association of colleges and preparatory schools of the middle states and Maryland.** Proceedings of the thirty-third annual convention . . . Philadelphia, Pa., November 28-29, 1919. Pub. by the Association, 1920. 71p. 8°. (George W. McClelland, secretary, University of Pennsylvania, Philadelphia, Pa.)

Contains: 1. E. L. Thorndike: The new psychological tests: are they a substitute for content examinations. p. 9-16. 2. Mary Woolley: The content examinations: shall they be examined? p. 16-21; Discussion, p. 21-27. 3. D. B. Corson: The college of the future, p. 37-48. 4. Alexander Meikjohn: The four-year American cultural college, p. 48-60.

1194. **Indiana state teachers' association.** Proceedings and papers . . . October 30 to November 1, 1919, Indianapolis. 496p. 8°. (C. O. Williams, secretary-treasurer, Richmond, Ind.)

Contains: 1. F. O. Lowden: Address, p. 53-62. 2. Henry Suzzallo: National self-examination and educational readjustment, p. 65-81. 3. C. A. Prosser: The progress and the function of vocational education in the United States, p. 81-101. 4. Henry Suzzallo: Americanization as an educational process, p. 111-21. 5. Walter Sargent: The place of art in general education, p. 127-44. 6. Patty S. Hill: Kindergarten and first grade work at Teachers college, Columbia university, p. 145-55. 7. Mabel L. Cooper: The children in our midst, p. 156-65. 8. Amalia Bengston: The county nurse, p. 165-83. 9. W. L. Bryan: The wedding garment, p. 185-93. 10. H. S. Magill: Address, p. 197-214. 11. J. S. McGraw: The Bible in the public schools, p. 245-61. 12. Victor Heintz: Address, p. 263-69. 13. P. P. Claxton: Address [Reconstruction in education] p. 349-57.

1195. **Iowa state teachers association.** Proceedings of the sixty-fifth annual session . . . held at Des Moines, Iowa, November 6-8, 1919. Des Moines, Pub. by the State of Iowa [1920] 127p. 8°. (Charles F. Pye, secretary, Des Moines, Iowa)

Contains: 1. F. C. Ensign: Some post-war problems in education, p. 53-65. 2. P. E. McClenahan: The public school as the chief factor in Americanization, p. 65-70. 3. H. H. Seerley: The American teacher in politics, p. 70-79. 4. H. H. Seerley: The perils of supervision, p. 79-83. 5. W. H. Bender: Vocational education in secondary and continuation schools, p. 85-88. 6. R. E. Buchanan: The special problems of higher industrial education, p. 88-92. 7. C. H. Meyerholz: The state and the elementary school, p. 92-98. 8. C. P. Colegrove: The contribution of the independent and denominational colleges to democratic education, p. 98-102. 9. W. C. Mongold: Articulation of the units of our school system in an aggressive campaign, p. 105-15.

1196. **Maryland state teachers' association.** Fifty-second annual meeting . . . Baltimore, Md., December 29-31, 1919. 159p. 8°. (H. W. Caldwell, secretary, Elkton, Md.)

Contains: 1. Paul Monroe: Education and nationalism, p. 24-30. 2. C. H. Judd: The reorganization of the seventh and eighth grades, p. 37-39. 3. Arthur Dean: A democratic interpretation of vocational education, p. 39-44. 4. Frederick Melcher: What the library can do for America, p. 56-60. 5. Florence E. Bamberger: The fundamental theory involved in project teaching, p. 75-79. 6. Theodora Wheeler: Physical development for girls, p. 105-11.

1197. **Michigan schoolmasters' club.** Journal . . . fifty-fourth meeting, held in Ann Arbor, April 3, 4, 1919. Ann Arbor, Mich., Pub. by the Club. 108p. 8°. (Louis P. Jocelyn, secretary, Ann Arbor, Mich.)

Contains: 1. Samuel Lein: The use of the problem method in history teaching, p. 9-14. 2. E. P. Hyde: Physics as a profession, p. 15-25. 3. G. L. McCulloch: Geography then and now, p. 51-55. 4. A. R. Giloin: Geography as a practical subject, p. 55-61. 5. H. C. Lott: The content of psychological courses in teacher-training curricula, p. 63-71.

1198. **Pennsylvania state educational association.** [Department meetings . . . Philadelphia, 1919] Pennsylvania school journal, 68: 419-60, 517-40, April, June 1920.

Graded school department.

Contains: 1. F. L. Ballou: Improving methods of teaching through educational measurements, p. 420-22. 2. Advantages secured to the graded teacher through educational measurements—Educational measurements in Philadelphia [by] G. W. Flounders, p. 423-25; In schools of Pittsburgh [by] J. F. Guy, p. 425-27; In the Scranton schools [by] S. E. Weber, p. 427-28. 3. W. L. Kilpatrick: Teaching by the project method, p. 428-32.

Supervising principals.

4. Parent teachers' associations—The parents' viewpoint [by] Mrs. F. Schoff, p. 432-33; The teachers' viewpoint [by] F. L. Rosenbury, p. 433-35; The principals' viewpoint [by] W. L. Phillips, p. 435-36. 5. Supervision of teaching—Viewpoint of county superintendent [by] E. M. Rapp, p. 437-38; Viewpoint of the teacher [by] Carrie E. Koons, p. 438-40; Viewpoint of the principal [by] H. M. B. Lehn, p. 440-43. 6. A. R. Brubacher: Ethics of the teachers' profession, p. 443-44. 7. The special school organizations fostered by supervising principals—The mining community [by] R. K. Smith, p. 444-46; The industrial community [by] J. F. Spiegel, p. 446-49. 8. M. E. Hillegas: The school and the community, p. 450-51.

Americanization round table.

9. S. E. Weber: Americanization in urban communities, p. 451-53. 10. E. E. Bach: Americanization in rural communities, p. 452-54. 11. Paul Jamarik: Americanization from the viewpoint of the foreign born in rural communities, p. 454-58. 12. S. A. Cotello: Experiences as interpreted by the foreign born, p. 458-60.

Child hygiene round table.

13. F. H. Replogle: Physical education needs and difficulties in county schools, p. 518-21.

Department of school patrons.

14. Nettie McGill: The federal push, "Back to the school," p. 526-27. 15. Helen K. Yerkes: The graded school: some remedial ills, p. 528-31. 16. L. H. Dennis: The rural school, p. 531-32. 17. W. G. Chambers: Testing for the weak links—teaching to teach, p. 532-35. 18. J. P. McCaskey: Be good to live with at home and in the schoolroom, p. 535-49.
See also item 683.

1199. **Wisconsin teachers' association.** Proceedings of the sixty-sixth annual session . . . held at Milwaukee, November 6-8, 1919. Madison, Wis., Democrat printing company, 1919. 297p. 8°. (M. A. Bussewitz, secretary, Milwaukee, Wis.)

Contains: 1. E. L. Philipp: Address of welcome, p. 13-19. 2. F. C. Sharp: Moral education, p. 21-28. 3. A. L. Hall-Quest: Supervised study as a preparation for citizenship, p. 28-37. 4. T. W. Boyce: Education in thrill, p. 37-40. 5. G. D. Strayer: Professional organization of teachers, p. 56-61. 6. O. H. Benson: Boys' and girls' club work, p. 61-68. 7. W. A. Evans: Health supervision in the schools, p. 68-74. 8. H. M. Towner: National educational legislation, p. 75-88. 9. A. E. Holder: Vocational education and reconstruction, p. 87-92. 10. S. Y. Gillan: Teachers as a political force, p. 92-100. 11. John Merrill: The value of dramatic expression in education, p. 104-21. 12. Mary D. Bradford: Civics and citizenship, p. 124-32. 13. A. L. Hall-Quest: School and the textbook, p. 133-41. 14. W. B. Davison: Reconstruction of history in the elementary school, p. 144-52. 15. Gertrude E. Johnson: Education through reading and declamation, p. 171-76. 16. C. H. Woolbert: Speech education—facts or fancies? p. 176-81. 17. J. A. Van Natta: The study of errors in English in the elementary schools, p. 197-201. 18. Grace W. Stone: Outline. Some of the possibilities of the rural school survey, p. 201-11. 19. F. J. Miller: Some inspirational motifs in the Aeneid? An interpretation of the Aeneid as a national epic, p. 225-39.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1200. **Dugas, L.** Les idées d'Alfred Fouillée sur l'éducation. *Revue pédagogique*, 77:1-32, July 1920.
- 1201 **Gummere, Richard M.** Isaac Sharpless, 1848-1920. *Harvard graduates' magazine*, 28 : 605-11, June 1920.
A brief sketch of the life and work of the late president of Haverford college, Haverford, Pa.
1202. **Iraizoz, Antonio.** Martí's ideas upon education. *Inter-America*, 3 : 350-63, August 1920.
Pedagogical ideas of José Martí, the Cuban patriot, who was at one time a preceptor in a primary school, and a prolific writer on education. His conception of education was idealistic; he advocated non-sectarian State schools.
1203. **James Mahoney, 1862-1915.** Biographical sketch, letters of appreciation, literary productions. Introduction by Hon. Frank B. Sanborn. Concord, N. H., Privately printed by the Rumford press [1920] xii, 347p. front. (port.), plates. 8°.
A memorial volume to the late James Mahoney, educator, of Boston, Mass., author of *Bulletin* 1915, nos. 37 and 42, of the Bureau of education.
1204. **Laing, Gordon J.** Quintilian, the schoolmaster. *Classical journal*, 15 : 515-34, June 1920.
Discusses Quintilian's views on pedagogy.
1205. **Morison, S. E.** The education of John Marshall. *Atlantic monthly*, 126 : 45-55, July 1920.
1206. **State literary and historical association of North Carolina.** Proceedings of the nineteenth annual session . . . Raleigh, November 20-21, 1919. Raleigh, Edwards & Broughton printing co., 1920. 137p. 8°. (R. D. W. Connor, secretary, Raleigh, N. C.)
Contains: 1. L. R. Wilson: Edward Kidder Graham; teacher and interpreter of modern citizenship, p. 119-25. 2. W. C. Smith: Kemp Plummer Battle, p. 126-30.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

1207. **Ayres, Leonard P.** An index number for State school systems. New York City, Russell Sage foundation [1920] 70p. 12°.
A study of State school systems, showing the ranking of the States based on the following data: (1) Per cent of school population attending school daily; (2) average days attended by each child of school age; (3) average number of days schools were kept open; (4) per cent that high school attendance was of total attendance; (5) per cent that boys were of girls in high schools; (6) average annual expenditure per child attending; (7) average annual expenditures per child of school age; (8) average annual expenditures per teacher employed; (9) expenditures per pupil for purposes other than teachers' salaries; (10) expenditure per teacher for salaries.
1208. **Blanco y Sánchez, Rufino, ed.** El año pedagógico hispano-americano. I.—1920. Madrid, Perladó, Paez y compañía, 1920. viii, 318p. 8°.
This first volume of a projected annual series contains a collection of pedagogical monographs, a chronicle of education in the civilized nations, and a bibliography of 2,000 titles. Among the monographs is one by the editor on the physical growth of Spanish children, illustrated by graphs and tables. Rev. P. J. McCormick, of the Catholic university of America, Washington, D. C., contributes an article describing that institution, and there is also an account of Catholic educational work in the United States by Rev. Domingo Lazaro. Forty pages are devoted to current educational activities in Spain.

1200. **Corrigan, Oliver P.** The educational emergency in Pennsylvania: the need for a campaign. *Current education*, 24 : 492-500, 502, May 1920.
Abstract of paper given at "Schoolman's week," University of Pennsylvania, April 24, 1920.
Statistics showing educational conditions in Pennsylvania.
1210. **Inadequacy of public school system.** *National civic federation review*, 5: 5-6, May 10, 1920.
Educational program adopted at annual meeting of Woman's department of the National civic federation.
Dr. John E. Tildesley speaks of the existing situation and the responsibilities of the ordinary citizen to the subject and Miss Fannie W. Duna tells of the situation in the rural schools.
1211. **Lane, Winthrop D.** The national crisis in education. *Survey*, 44: 299-300, May 29, 1920.
A review of educational conditions in the United States. Emphasizes the shortage of teachers and the inadequacy of school buildings to accommodate pupils.
1212. **Newlon, Jesse H.** The present state of affairs from the standpoint of education. *American school*, 6: 104-105, 112, April 1920.
The Superintendent of schools of Lincoln, Nebr., discusses some of the lessons of the war as they apply to the conduct of the schools in his town and to the amount of money it is necessary for his constituents to raise for school purposes.
1213. **Shaw, Albert.** Meeting new tests of rural and urban life. *High school quarterly*, 8: 237-39, July 1920.
Abstract of an address delivered before the National citizens' conference on education, Washington, D. C., May 1920.
The need for a bold policy in order not only that teachers may be paid a living wage and schools maintained, but that education in the broadest sense may be treated as the supreme object of statesmanship.

FOREIGN COUNTRIES.

Europe.

1214. **Duggan, Stephen P.** Observations on higher education in Europe. *Journal of international relations*, 10: 378-91, April 1920.
Higher education in western and southern Europe. Advocates the interchange of teachers and students between the universities of different countries.

Great Britain.

1215. **Bevan, Ralph H.** Permanent peace and the Rhodes scholarships. *Outlook*, 26: 164-66, May 26, 1920.
Value of the Rhodes scholarships in promoting educational reciprocity and peace between the British Empire and the United States. Outlines the work at Oxford.
1216. **Geddes, Sir Auckland.** The school system of Great Britain. *High school quarterly*, 8: 224-31, July 1920.
Address of the British ambassador to the United States before the National citizens' conference on education, Washington, D. C., May 21, 1920.
Also in *School life*, 4: 5-7, June 15, 1920.
1217. **Kandel, I. L.** Opportunities for advanced study in the newer English universities. *American Oxonian*, 7: 113-19, July 1920.
1218. **Pollock, John.** The universities and national life. *Nineteenth century*, 88: 115-27, July 1920.
Conditions in England described. The university as the preserver of intellectual and moral freedom, etc.
1219. **Young, George.** A school of foreign affairs. *Contemporary review*, 118: 51-56, July 1920.
Discusses the founding of a chair of diplomacy in the University of London, and outlines a course of study in foreign affairs.

France.

1220. **Blanguernon, Edmond.** Les classes-promenades. *Revue pédagogique*, 76: 389-404, June 1920.
An account of school excursions as practised in Haute-Marne, France.
1221. **Bourgin, Hubert.** L'enseignement de l'histoire moderne. *Revue universitaire*, 29: 340-50, May 1920.
Teaching of modern history in French lycées.

1222. **Derôme, Juvénal.** L'enseignement des notions scientifiques à l'école primaire élémentaire. *Revue pédagogique*, 76: 235-58, April 1920.
1223. **Gobron, Louis.** Organisation des bibliothèques d'écoles publiques. *Revue pédagogique*, 76: 324-35, May 1920.
The story of school libraries in France from 1833 to the present.
1224. **Gourlet, Apolline de.** Les conférences de l'Union française sur la réforme de notre éducation nationale, février-juin 1919. *Éducation*, 11: 216-33, September-December 1919.
To be continued.
1225. **Gros, J.** L'inspection primaire en France—situation actuelle; réformes désirables. *Revue pédagogique*, 76: 419-37, June 1920.
1226. **Montgomery, Walter A.** Educational reconstruction in France. *School life*, 5: 1-2, 13, August 1, 1920.
The sentiment for the decentralization of the traditional educational systems, the extension of labor-union ideas, and the situation in regard to physical education, school attendance, continuation education, etc.
1227. **Parker, Samuel C.** Civic-moral teaching in French secular schools. *Elementary school journal*, 20: 660-69, May 1920.
Concluded from March number. Discusses textbooks for civic-moral instruction. Bibliography.
1228. **Waltz, René.** L'enseignement du latin. *Revue universitaire*, 29: 325-39, May 1920.
Discusses the teaching of Latin in France, and how the subject may best be maintained. The topic is continued by E. Meyer in the *Revue* for July 1920, p. 103-12.

Spain.

1229. **Albert, B.** Une œuvre espagnole d'éducation. La fondation Gonzalez Allende de Toro. *Revue pédagogique*, 76: 268-81, April 1920.
An account of the legacy for educational purposes left by Don Manuel Gonzalez Allende to his native city of Toro in Spain.

Germany.

1230. **Petzoldt, Joseph.** Neue grundlegung der philosophischen propädeutik. *Monatschrift für höhere schulen*, 19: 142-64, April 1920.
A review of contemporary German thought on the teaching and study of philosophy.

India.

1231. **Hopkinson, Alfred.** Science in India. *Contemporary review*, 118: 43-50, July 1920.
Discusses the extension and improvement of education in natural science in India. Work of the universities described, also the steps taken by the Government to provide for research, and for the application of the results of scientific research to practical problems in India.

Morocco.

1232. **Grymoult, Pierre.** L'Université de Fez et les intellectuels marocains. *Mercure de France*, 140: 691-707, June 15, 1920.

EDUCATIONAL THEORY AND PRACTICE.

1233. **Benjamin, C. H.** Educational vaudeville. *School and society*, 11: 694-702, June 12, 1920.
A lecture delivered before the Engineering society at the University of Michigan, April 6, 1920. Discusses some of the new methods in education. Says from kindergarten to college our pedagogical physicians have proceeded on the theory that the pupil, young or old, must be led along and lulled into forgetfulness of the real incentives to study.
1234. **Bonser, Frederick G.** Implications for elementary education from experiments in democratizing industry. *Teachers college record*, 21: 108-16, March 1920.
The socialization and democratization of industry by the stimulation and reward of the individual self-expression of each workman in the intelligent improvement of his own particular work. The implication of such experiments in industry for elementary education. Thinks that a high premium should be put upon creative effort and cooperative participation in all school enterprises.

1235. **Clapp, Henry L.** Pupils' joy in school work. *Education*, 40: 621-31, June 1920.

A plea for greater self-expression. Says that the customary Socratic method of instruction, questions by teachers and answers by pupils, has too important a place in the methods of instruction.

1236. **Francis W. Parker school, Chicago, Ill.** Studies in education. The individual and the curriculum. Experiments in adaptation. Chicago, Pub. by the faculty of the Francis W. Parker school, 1920. 158p. illus. 8°.

Contains: 1. Jennie Hall: Individual project method. An example of its operation in a seventh grade, p. 5-45. 2. Jennie Hall and others: Adventures in civics, p. 46-60. 3. R. W. Osborne: Adaptation in the content of high school science, p. 86-92. 4. A. G. Merrill: New material in modern language work, p. 93-100. 5. L. W. Wahlstrom: Thrift as an element in good citizenship, p. 101-15. 6. The relation of art to school activities. The lower grades [by] Marie Clausenius, p. 116-27; The upper grades [by] Katherine Clements, p. 128-31.

1237. **Poole, Gladys E.** "The attempt to teach"; a diagnostic method illustrated by the clinic teaching of typical cases. *Psychological clinic*, 13: 173-89, May 15, 1920.

Work done in the department of clinic teaching of the University of Pennsylvania.

1238. **Sharp, Dallas L.** Education for individuality. *Atlantic monthly*, 125: 754-62, June 1920.

Says that history must be made "the keystone in the study arch." Emphasizes the study of the Bible—the King James version—because of its literary implications, etc.

1239. **Waits, Harmon Ebert.** Practical problems of the school. Chicago, New York [etc.] B. H. Sanborn & co., 1920. xxxiii, 278p. 16°.

1240. **Walker, N. W.** Democracy and education. *High school journal*, 3: 131-35, May 1920.

1241. **Wells, F. L.** Educational service and compensation. *School and society*, 12: 38-47, July 10, 1920.

I. Dislocation between curricular and life requirements, with special reference to the classics; II. This dislocation as a remediable factor in the low compensation of teachers; III. Three common factors of life chiefly subject to education; IV. Relation of the school to these; and V. Features of education based on instincts.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1242. **Allen, Annie W.** Boys and girls. *Atlantic monthly*, 125: 796-804, June 1920. Education and adolescence.

1243. **Ballard, P. B.** Psychology and the teacher. *Journal of education and School world*, 52: 541-43, August 1920.

Importance of applied psychology to the teacher; mental tests and statistical methods discussed.

1244. **Ide, G. G.** The educability level of five-year-old children. *Psychological clinic*, 13: 146-72, May 15, 1920.

A study based upon work conducted in two kindergartens in a public school in one of the best residential sections of Philadelphia; and two others in the best Italian sections of that city.

1245. **La Rue, Daniel Wolford.** Psychology for teachers. New York, Chicago [etc.] American book company [1920] 316p. illus. 12°. (American education series. G. D. Strayer, general editor)

This book brings to bear upon the problems of teaching the principles of psychology and their special applications as they have been derived by recent investigations. The method used is inductive, proceeding from the known to the unknown.

1246. **Leonard, Eugenie Andruss.** A parent's study of children's lies. *Pedagogical seminary*, 27: 105-36, June 1920.

Bibliography: p. 135-36.

1247. **Luckey, G. W. A.** The psychological clinic in practice. *School and society*, 12: 6-13, July 3, 1920.

Read before the Nebraska academy of science, Crete, Nebr.

1248. **O'Shea, M. V.** The trend of the teens. Chicago, F. J. Drake & co. [1920] 281p. 12°.

In this book the aim has been "to make the discussion intelligible and practical by presenting typical traits of childhood as exhibited in the ordinary situations of daily life, and then endeavoring to explain these traits and to indicate how they should be dealt with when they are not in accord with the requirements of life in the home, in the school and in the community."

EDUCATIONAL TESTS AND MEASUREMENTS.

1249. **Beverley, Clara.** Self-measurement by elementary-school pupils. *English journal*, 9: 331-37, June 1920.
The use of the composition scale by pupils.
1250. **Brooks, Samuel S.** Getting teachers to feel the need for standardized tests. *Journal of educational research*, 2: 425-35, June 1920.
The second article on the general topic "Putting standardized tests to practical use in rural schools."
1251. **Brown, H. A.** A study of ability in Latin in secondary schools; a description of a method of measuring ability in Latin, with a statistical study of the results of a survey of instruction in Latin in New Hampshire secondary schools. Oshkosh, Wis., Pub. at State normal school, 1919. x, 170p. 8°.
This investigation was begun when the writer was director of the Bureau of educational research connected with the New Hampshire Department of public instruction. Most of the data contained in the study were gathered and tabulated in 1917. The writer is now president of the State normal school at Oshkosh, Wis.
1252. **Cohen, Joseph.** The use of objective criteria in the measure of drawing ability. *Pedagogical seminary*, 27: 137-51, June 1920.
1253. **Colvin, Stephen S.** The validity of psychological tests for college entrance. *Educational review*, 60: 7-17, June 1920.
Says that the diagnostic values of such tests have yet to be demonstrated; but their prognostic values have been definitely established.
1254. **Fee, Ira B.** Advantages and disadvantages of mental tests. *American school board journal*, 61: 29-30, August 1920.
The use of mental tests in the elementary schools of Missoula, Montana, and some of the benefits of the tests.
1255. **Haberman, J. Victor.** The measures of intelligence diagnostically remeasured. 61p. 12°.
Reprinted from the *Medical record*, March 20 and 27, 1920.
References: p. 60-61.
1256. **Hatch, Roger Conant.** A standard of measurement in English composition. *English journal*, 9: 338-44, June 1920.
The writer says that the crying need of secondary-school teachers of English composition today seems to be a standard, or scale of measurement, by which the results of teaching may be graded.
1257. **Jacob, Peyton.** Intelligence tests for college entrance. *High school quarterly*, 8: 174-80, April 1920.
Paper read before the Association of Georgia colleges, Atlanta, January 12, 1920.
Results of the intelligence tests given to some college students of Georgia.
1258. **Johnson, Buford.** The use of tests in the evaluation of methods of instruction. *Journal of educational psychology*, 11: 78-82, February 1920.
"One hundred and seventy-three pupils in grades IV to VIII that had failed of promotion because of deficiency in one or more fundamental subjects were given eight standard educational tests. On the basis of the results a careful diagnosis was made of each pupil's deficiencies, and suggestions arrived at for the best methods of dealing with individual cases."
1259. **Kelley, Truman L.** Values in high school algebra, and their measurement. *Teachers college record*, 21: 246-90, May 1920.
Contains the replies from a number of men and women of affairs and from mathematicians giving their views on the values resulting from studying high school mathematics. Gives a mathematical values test based on the replies received and the scales for use in grading answers.
1260. **Koos, Frank H.** Educational measurements in a small school system. *Journal of educational research*, 2: 493-501, June 1920.
References, p. 501.
Measurement work carried on in the schools of Anoka, Minnesota, by the teachers themselves.
1261. **Lowell, Frances Erma.** A group intelligence scale for primary grades. 215-47 p. 8°.
A thesis presented to the faculty of the graduate school of the University of Minnesota in partial fulfillment of the requirements for the degree of doctor of philosophy.
1262. **McClelland, William.** The distribution and reliability of psychological and educational measurements. *British journal of psychology*, 10: 315-18, July 1920.

1263. **Maxwell, Paul A.** Tests in general science. *General science quarterly*, 4: 443-50, May 1920.
 Test of information and tests of reasoning in general science work.
1264. **Murchuson, Carl.** Criminals and college students. *School and society*, 12: 24-30, July 3, 1920.
 Paper read before the Ohio college association, April 2, 1920.
 Gives some facts which prove that the difference between the average individual and the average criminal is not a difference that can be expressed in terms of intelligence.
1265. **Patterson, Herbert.** How can the ability of student-teachers be measured? *Educational administration and supervision*, 6: 215-19, April 1920.
 Read at the annual meeting of the Oklahoma education association, February 20, 1920.
1266. **Pressey, Sidney L.** A brief group scale of intelligence for use in school surveys. *Journal of educational psychology*, 11: 89-100, February 1920.
 "A detailed account of the tests used, the derivation of the scale, norms and distribution of performance, correlation between scale results and teachers' judgments, and suggestions for the best use of the scale. The tests can be given in twenty-five minutes and scored in five minutes for each pupil."
1267. **Richardson, J. W.** The campaign method in elementary education. *Journal of educational research*, 2: 481-92, June 1920.
 An address delivered before the National association of directors of educational research at Cleveland, Ohio, February 26, 1920.
 The results of three campaigns carried on in the Hibbing, Minn., schools for the purpose of improving the work in the four fundamental processes in whole numbers.
1268. **Van Wagenen, M. J.** Some results and inferences derived from the use of the army tests at the University of Minnesota. *Journal of applied psychology*, 4: 59-72, March 1920.
1269. **Witham, Ernest.** The most accurate measure of handwriting. *Educational administration and supervision*, 6: 150-58, June 1920.

SPECIAL METHODS OF INSTRUCTION.

1270. **Courtis, Stuart A.** Teaching through the use of projects or purposeful acts. How to provide for the development of fundamental skills? *Teachers college record*, 21: 139-49, March 1920.
 Address given at Teachers college annual conferences, 1919.
1271. **Hatch, E. W.** The project-problem as a method for teaching history. *Historical outlook*, 11: 237-40, June 1920.
1272. **Herring, John P.** Bibliography of the project method. *Teachers college record*, 21: 150-74, March 1920.
 Annotated.
1273. **Horn, Ernest.** "Motion pictures as an educational agency." *Visual education*, 1: 18-23, June 1920.
 The purpose of this article is to evaluate the experiment reported by Mr. John V. Lacy in his article, "Motion pictures as an educational agency," appearing in the *Teachers college record*, November, 1919.
1274. **Lepaulle, Pierre.** Le système du "case" et la méthode socratique dans les écoles de droit américaines. *Revue internationale de l'enseignement*, 40: 161-83, May-June 1920.
1275. **Macleod, Annie Louise.** Moving pictures in the teaching of chemistry. *Visual education*, 1: 18-23, May 1920.
1276. **Stockton, James Leroy.** Project work in education. Boston, New York [etc.] Houghton, Mifflin company [1920] xiv, 167p. 12". (Riverside educational monographs, ed. by H. Suzzallo)
 This book shows what the fundamental principles in modern education are, and how they make project work inevitable as a method in all subjects. It also shows the body of material for project work as a new school subject.
1277. **Tanner, Rollin H.** An application of the laboratory method to the teaching of Greek and Latin. *Classical journal*, 15: 546-54, June 1920.
 The author says that the laboratory method as applied to the teaching of elementary classes in Greek and Latin is an attempt to suit the instruction to the needs of the individual student. Work at Denison university.

1278. **Wilson, J. H.** Visual education in Detroit schools. *Visual education*, 1: 9-14, June 1920.

The director of visual education in the Detroit public schools tells of the positive results of one year's work in visual education in fourteen schools in Detroit.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

1279. **Anderson, C. J. and Merton, Elda.** Remedial work in reading. *Elementary school journal*, 20: 685-701, 772-91, May, June 1920.
Attributes much of the weakness of modern methods of teaching reading to the system of mass instruction. Presents remedial measures. Gives results of the Gray oral reading tests.
1280. **Brown, H. A.** Formulation of method in reading. *Journal of educational research*, 2: 436-51, June 1920.
An address delivered before the National association of directors of educational research, at Cleveland, Ohio, February 26, 1920.
Suggests certain definite steps in the direction of improved methods of instruction which need to be taken immediately.
1281. **Leonard, Sterling A.** The teaching of reading and literature. *Virginia teacher*, 1: 143-48, July 1920.
The value of literature and some suggestions concerning the selection of literature for children.
1282. **Stone, R. E.** Duplication of reading material in fifteen second-grade readers. *Elementary school journal*, 20: 702-10, May 1920.
An analysis and classification of the contents of fifteen second-grade readers. "All told," says the writer, "77 selections are duplicated somewhere in the 15 readers."
1283. **Woody, Clifford.** The overlapping in the content of fifteen second readers. *Journal of educational research*, 2: 465-74, June 1920.

LITERATURE.

1284. **Mason, Michael.** The function of literature in education. *Contemporary review*, 118: 85-94, July 1920.
Advocates the study of literature in the students' own tongue; relation of literature to life.
1285. **Smith, Milton M.** Dancing through English literature. *English journal*, 9: 306-17, June 1920.
The Morris dances and other folk dances in English literature.
1286. **Snyder, Franklyn Bliss.** The first college course in English literature. *School and society*, 12: 1-6, July 3, 1920.
The historical survey course in English literature. The writer questions whether our students derive as much profit from a historical survey as they might from a suitable modification of the present practice.

ENGLISH AND COMPOSITION.

1287. **Bowman, James C.** The marking of English themes. *English journal*, 9: 245-54, May 1920.
Says that teachers of the English department, through discussion, should agree upon certain standards of marking which will fit local conditions.
1288. **Kellogg, Walter G.** Is grammar useless? *North American review*, 212: 36-42, July 1920.
Writer contends that English grammar, as it is now taught, should be dropped entirely from our schools.
1289. **Owen, Dorothy Tudor (Mrs. Douglas Truman).** The child vision; being a study in mental development and expression. Manchester, At the University press; London, New York [etc.] Longmans, Green & co., 1920. xvi 180p. 12°. (Publications of the University of Manchester, Educational series No. 9.)
This book presents a method of teaching English composition. In the Introduction, Prof. R. L. Archer says that Mrs. Truman sees that every child possesses a store of pictures of his own—in his mind—which he can easily translate into language. Mrs. Truman's method is a training in thought, which the old methods of composition are not.
1290. **Simons, Sarah E.** English problems in the solving, for the junior and senior high schools. Chicago, New York, Scott, Foresman and company [1920] 239p. 12°.
Some problems confronting the English teacher in grammar, punctuation, spelling, vocabulary, oral and written expression, interpretation of literature, the teaching of the classics, etc.

1291. **Smith, Mrs. Lillian E.** *Minimal essentials in composition and grammar for the elementary schools, grades 1-8.* *Inter-mountain educator*, 15: 387-405, May 1920.

Report made to the Inland empire council of teachers of English, April 1920.

1292. **Snyder, Franklyn B.** "English A" once more. *English journal*, 9: 261-65, May 1920.

Discusses a remedy for poor results obtained in college in required composition. There should be a larger amount of expository writing in the fourth year of the high school, with criticisms of compositions by teachers.

1293. **Ward, Cornelia Carhart.** *Unified subject-matter for composition.* *English journal*, 9: 318-30, June 1920.

A course on French life, correlating English with the course in French, by using material from French books read, or material supplementary to them, thus broadening the knowledge of the pupil and aiding him in the expression of knowledge gained.

MODERN LANGUAGES.

1294. **Atkins, Henry Gibson, and Hutton, H. L.** *The teaching of modern foreign languages in school and university.* London, Edward Arnold; New York, Longmans, Green and co., 1920. 246p. 12°.

Bibliography: p. 239-44.

Refers briefly to the main features of the past history and development of modern language teaching, but devotes particular attention to its general position at the present day, and what appears to be the main tendencies and the desirable policy for the future. Discusses questions of organization and administration. Written not only for teachers, but also for all those interested in the welfare of modern language teaching.

1295. **Goché, Paul.** *La méthode scolaire rationnelle dans l'enseignement des langues vivantes.* *Revue universitaire*, 29: 113-26, July 1920.

A brief résumé of the first part of a work in course of publication, entitled *Réformes universitaires d'après-guerre*. The article takes up the topics of the direct method, the general and special principles of language-teaching, and the method of instrumental music in the teaching of languages.

1296. **Graham, G. Nelson.** *Transfer of training in the study of Spanish.* *Ohio educational monthly*, 69: 181-85, June 1920.

First discusses Spanish as a disciplinary subject and then shows how Spanish transfers to many school subjects and how they transfer to Spanish.

1297. **Modern language association of America.** *Report of the Committee on Romance language instruction and the war.* *In its Publications*, n. s. vol. 28, no. 2, June 1920. p. xlv-lxii.

Members of committee: E. H. Wilkins, chairman; C. A. Downer, C. H. Grandgeat, J. Lus-trat, B. E. Young.

1298. **Mohr, Wilhelmina.** *An experiment in correspondence.* *Modern language journal*, 4: 387-96, May 1920.

The gratifying results of the correspondence work carried on between students in France and the students of the Manual training high school of Denver, Colorado.

1299. **Schoele, Franck L.** *La maison française de l'Université de Chicago.* *Revue universitaire*, 29: 138-41, July 1920.

Columbia university, the University of Wisconsin, and the University of Chicago each now has a "French house" for students of the French language. This article describes the house at the last-named institution.

1300. **Schweikert, H. C.** *The study of Russian.* *School and society*, 11: 638-43, May 29, 1920.

In favor of introducing Russian as a living language into our college curricula.

1301. **Waxman, Samuel M.** *Fulminations of a college professor, with special reference to Spanish.* *Modern language journal*, 4: 397-406, May 1920.

Paper read before the Modern language section of the New Hampshire state teachers' association.

ANCIENT CLASSICS.

1302. **Fletcher, W. H.** *The translation method of teaching Latin.* *Journal of educational psychology*, 11: 1-15, January 1920.

"An account of a method of teaching Latin which is based on the same procedure as that employed in teaching first grade pupils to read English. The emphasis is placed on the recognition of words in their relations as used to express ideas. Reading, dialog, and dramatization are stressed, and only such grammatical constructions are noted as are essential to the comprehension of the meaning."

1303. **Lodge, Gonzalez.** Dramatic interpretation in the teaching of the classics. Teachers college record, 21: 217-37, May 1920.

An address delivered at a meeting of the Classical association of the Atlantic States, Baltimore, April 30, 1920.

The use of the dramatic form as an aid in teaching Latin.

1304. **Osler, Sir William.** The old humanities and the new science; an address before the Classical association, Oxford, May 16th, 1919. London, J. Murray, 1919. 32p. 8°.

Also published in the United States, with an introduction by Harvey Cushing, M. D., by the Houghton Mifflin company, Boston, 1920.

This last public address of Dr. Osler is a plea made by him as president of the Classical association of Great Britain for a new bridal of science and the classics. The address is a crowning instance of the way in which, in the speaker's mind, the practical service of science is beautified by the liberal and imperishable spirit of classical thought.

SOCIAL SUBJECTS.

1305. **Finney, Ross L.** Course in general history from the sociologists' standpoint. Historical outlook, 11: 221-27, June 1920.

1306. **Hearnshaw, F. J. C.** The study of world history. Contemporary review, 118: 57-64, July 1920.

Discusses the function of history in education.

1307. **Price, G. V.** The sociological basis of education. Education, 40: 591-600, June 1920.

Says that the universities are the strategic points in the campaign of social education. More time should be given to sociology and the social sciences.

MATHEMATICS.

1308. **Lynde, L. E.** Some helps and hindrances in teaching mathematics in the secondary schools. Mathematics teacher, 12: 139-53, June 1920.

Says that the aim in teaching mathematics should be to develop the mathematical sense of the student. The art of computation is then merely this sense applied.

1309. **Sampson, Charles H.** Teaching practical mathematics efficiently. Mathematics teacher, 12: 167-71, June 1920.

1310. **Wheelock, Charles F.** Proposed syllabus in algebra. Mathematics teacher, 12: 101-14, March 1920.

With a few exceptions, a reprint of the tentative syllabus issued in February 1919.

1311. **Williams, H. B.** Mathematics for the physiologist and physician. Mathematics teacher, 12: 115-23, March 1920.

SCIENCE.

1312. **Barnes, Harry E.** The historian and the history of science. Scientific monthly, 2: 112-26, August 1920.

Discusses among other things the present status of the history of science in American education. The writer commends the study of the history of science because it provides a fundamental and illuminating background for the study of the history of civilization.

1313. **Caldwell, Otis W.** General science as a college entrance subject. General science quarterly, 4: 460-65, May 1920.

Reports from universities and colleges regarding the acceptance of general science as a college entrance subject.

1314. **Hanna, John Calvin.** The place of general science in the high school. School science and mathematics, 20: 516-26, June 1920.

Read before the Central association of science and mathematics teachers, Chicago, November 29, 1919.

1315. **Phillips, Thomas D.** A study of notebook and laboratory work as an effective aid in science teaching. School review, 28: 451-53, June 1920.

MUSIC.

1316. **Music supervisors' national conference.** Journal of proceedings of the twelfth annual meeting . . . held at St. Louis, Mo., March 31-April 4, 1919. 176p. 8°. (Miss Elizabeth Pratt, secretary, St. Louis, Mo.)

Contains: 1. Osbourne McConathy: The place of music in the new educational program, p. 21-24. 2. C. E. Seashore: Demonstration of measurements of musical capacity, p. 30-33. 3. C. G. Hamilton: How far should credit courses in piano playing be standardized? p. 49-52. 4. T. P. Giddings: Piano classes in public schools, p. 52-56; Discussion, p. 56-58. 5. A. J. Gantvoort: The training of the supervisor, p. 81-83. 6. Julia E. Crane: The training of the music supervisor, p. 83-85. 7. W. O. Missner: Music democratized, p. 89-92. 8. J. L. Erb: The place of the state university in the general scheme of public music instruction, p. 93-96. 9. H. O. Ferguson: The relationship of the music supervisor to the various agencies engaged in community music, p. 129-31. 10. C. B. Stillman: The attitude of labor toward music education, p. 131-37.

1317. ———. [Papers read at the thirteenth annual meeting, Philadelphia, 1920] School music, 21: 5-58, May-June 1920.

Contains: 1. Hollis Dann: The Music supervisors national conference—past, present, future, p. 12-17, 20-22. 2. G. H. Gartin: The supervisor of the future, p. 22-27. 3. Frank Damrosch: Music and public education—the mental and musical equipment of the supervisor, p. 27-30. 4. Inas F. Damon: Public school piano classes as I have known them, p. 30-34. 5. W. H. Alkin: School music piano classes, p. 34, 35, 38. 6. G. M. Thidall: Music appreciation in the high school, p. 38, 40, 42, 44, 46. 7. P. E. Beck: Some suggestions for music in rural schools, p. 46, 48, 50. 8. William Breach: Specific voice training in the high school, p. 50, 52, 54, 56, 58.

1318. **Shera, F. H.** Music and education: some ideals of to-day. Journal of education and school world (London) 52: 359-60, June 1, 1920.

Deals with conditions in boys' schools in England, preparatory and public.

1319. **Weber, Henriette.** Putting young America in tune; how to teach the child appreciation of music. Chicago, F. J. Drake & co. [1920] 203p. plates. 12°. (The parent's library)

ELOCUTION.

1320. **Agan, Karl E.** Public speaking in a military college. Quarterly journal of speech education, 6: 25-32, June 1920.

Work at the Pennsylvania military college.

1321. **Woolbert, C. H.** Report of the committee on research. Quarterly journal of speech education, 6: 58-72, June 1920.

Report on speech education to the National association of teachers of speech, which met at Chicago, December 1919.

SAFETY.

1322. **Mayo, Marion J.** Psychological and administrative phases of education in accident prevention. Educational administration and supervision, 6: 226-31, April 1920.

Read before the joint session of Sections H and L of the American association for the advancement of science, at St. Louis, Mo., December 30, 1919.

KINDERGARTEN AND PRIMARY SCHOOL.

1323. **Holmes, Hilda M.** The motivation of primary work. Elementary school journal, 20: 767-71, June 1920.

Discusses the attempt to motivate primary work at the San Francisco state normal school in four low primary classes.

RURAL EDUCATION.

1324. **National conference on rural school consolidation.** Proceedings of the first conference held at Cedar Falls, Iowa, February 17-19, 1920, under the joint auspices of the United States Bureau of education, the Iowa Department of public instruction and the Iowa State board of education. Cedar Falls, Iowa, Iowa State teachers college, 1920. 85p. 8°. (Iowa state teachers college. Bulletin, vol. 20, no. 4, pt. 2, June 1920)

1325. **Averill, Lawrence A.** Revitalizing the rural school curriculum. Education, 40: 611-20, June 1920.

Discusses the need of more efficient instruction in hygiene in the rural school, because of the ignorance of country people in matters of farm and village sanitation.

Bibliography: p. 619-20.

1326. **Bone, H. A.** The small community and its school. School news and practical educator, 33: 561-64, June-July 1920.
Advocates the community school for boys and girls below high school age in rural communities.
1327. Consolidation of schools. American review of reviews, 62: 179-87, August 1920.
A symposium: "Remaking country schools," by Hon. W. L. Harding, p. 179-83; "Improving rural schools in New York," by John H. Finley, p. 183-85; Pennsylvania's plans for school consolidation, by the editor, p. 185-87.
1328. **Dunn, Fannie W.** The distinction between administration and supervision. Educational administration and supervision, 6: 159-65, June 1920.
The present status and scope of the rural supervisor's work.
1329. **Firestone ship by truck bureau, Firestone Park, Akron, Ohio.** Consolidated rural schools and the motor truck. Akron, Ohio, Firestone ship by truck bureau, 1920. 52p. illus. 8°. (Bulletin no. 6, July 1920).
Bibliography: p. 51-52.
1330. **Showalter, N. D.** A handbook for rural school officers. Boston, New York [etc.] Houghton Mifflin company [1920] 213p. illus. 12°.
A handbook for rural school trustees to help them to a more intelligent understanding of the important work which they are called upon to perform. Gives information concerning school administration and supervision, school management, the school plant, etc.
1331. Teaching, vol. 6, no. 3, April 1920. 31p. (School consolidation number)

SECONDARY EDUCATION.

1332. **California high school teachers' association.** Proceedings of the eighth annual meeting, 1920. Sierra educational news, August 1920. 96p.
Contains: 1. T. W. Gosling: Education for citizenship, p. 10-12. 2. E. A. Lee: What shall we teach the part-time pupil? p. 15-19. 3. Helen L. Price: A system for handling free textbooks, p. 19-22. 4. S. F. Batdorf: Problems of rehabilitation, p. 21-29. 5. C. E. Rugh: The economic, social, and professional status of the public school teacher, p. 29-33. 6. E. M. Cox: Initiative constitutional amendment for financing schools, p. 33-35. 7. Emma J. Breck: Suggested literature lists for four-year high schools, p. 36-40. 8. Cora P. McKay: Some projects in English, p. 40-43. 9. Mary A. Wood: Making readers of non-readers, p. 44-46. 10. L. J. Paetow: The future of Latin, p. 49-53. 11. L. W. Bartlett: Rehabilitation and vocational training, p. 63, 65. 12. W. M. Proctor: Mental tests as an aid in the vocational advisement of high school pupils, p. 67, 69. 13. Margaret Mills: Standardization of the content of high school home economics courses, p. 73, 75, 77, 79. 14. T. A. Smith: Standardization of content of courses in science—report of state committee, p. 79, 81, 83. 15. J. C. Funk: Standardization of the content of the high school mathematics courses, p. 83, 85, 87, 89, 91-92. 16. Elizabeth Wood: Minimum essentials in high school composition, p. 92-94.
1333. **Briggs, Thomas H.** The junior high school. Boston, New York [etc.] Houghton Mifflin company [1920] x, 350p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley. Division of secondary education, ed. by Alexander Inglis)
Bibliography: p. 329-48.
This book and that by L. V. Koos cover substantially the same ground, but Dr. Briggs' work treats the subject more fully and at greater length. Each volume depicts the actual status of the movement from information gained by personal visits to representative schools and from questionnaires and other reports. Attention is given to the historical development of the junior high school, claims for and objections to this type of school, its special functions, curricula and courses of study, methods of teaching, administration, buildings and grounds, costs, and results.
1334. **Butterfield, E. W.** The program of the small high school. High school quarterly, 8: 243-47, July 1920.
The State commissioner of education of New Hampshire describes the program used, with more or less success, in a number of small high schools in New Hampshire.
1335. **Drury, S. S.** The wild olive bough. Harvard graduates' magazine, 28: 565-73, June 1920.
Discusses the private boarding school showing certain points of failure and field for reform.
1336. **Folwell, William W.** The high school as the people's college. M. E. A. news-letter, 7: 26-30, April 1920.
Read before the section of secondary education of the Minnesota educational association, November 6, 1919.
Advocates adding two more years to the high school course, making the people's college "a complete and sufficient organ of the secondary epoch of education, offering a truly liberal preparation for the elevation and enrichment of individual and social life, and incidentally for the development of directive talent and the advancement of industry and art."

1337. **Foster, John E.** The effect of the war on secondary schools. A summary of reports from 75 high schools accredited by the North Central association of colleges and secondary schools. *American school*, 6: 102-103, April 1920.
1338. **Glass, James M.** Socializing the high school administration. *High school quarterly*, 8: 247-56, July 1920.
Five years with student participation in school control and organized student activities in the Washington junior high school at Rochester, New York.
1339. **Gould, Arthur.** The intermediate schools of Los Angeles. *School review*, 28: 419-35, June 1920.
An historical and statistical study of secondary education in Los Angeles.
1340. **Kennedy, Joseph.** An educational problem. [University, N. D., The University, 1920] cover title, p. [385]-395.
Reprinted from the *Quarterly Journal of the University of North Dakota*, vol. X, no. 4, July 1920.
Address before the State high school conference and the northeastern division of the North Dakota teachers' association, Grand Forks, N. D., May 13, 1920.
Deals with the duplication in secondary and higher education as it exists today and advocates the People's college as the institution for education between the elementary school and the university.
1341. **Koos, Leonard V.** The junior high school. New York, Harcourt, Brace and Howe, 1920. 179p. 12°.
1342. **Marsh, John A.** Making a high school program. *Educational administration and supervision*, 6: 202-14, April 1920.
1343. **Meredith, Albert B.** Why high school principals succeed and why they fail. *Teachers college record*, 21: 117-23, March 1920.
Address given at the annual alumni conferences at Teachers college, February 1920.
The writer has in mind particularly the small high school, with fewer than seven teachers.
1344. **Miller, E. A.** High schools in Ohio prior to 1850. *School review*, 28: 454-69, June 1920.
Says that the most significant feature of Ohio's educational development in the latter part of the decade 1840-50, is the organization of town and city systems of schools.
1345. **North central association of colleges and secondary schools.** Directory, standards, statistical analysis and list of accredited secondary schools. . . also the special studies: 1. Tentative standards for junior high schools. 2. Effect of size of classes on quality of work. 3. Teaching citizenship in high schools. Edited by C. O. Davis. 1920. 64p. 8°.
1346. **Roemer, Joseph.** Function of secondary education. The services rendered the state of Tennessee by its first-class county high schools. Nashville, Tenn., George Peabody college for teachers [1920] 169p. 8°. (Contributions to education, no. 1)
1347. **School and home**, Spring 1920. (Published by the Ethical culture school, New York City)
This number deals with high school life.
Contents: 1. O. W. Calkins: Some considerations in reorganization of high school education, p. 1-3. 2. L. H. Mitchell: The transition from the elementary to the academic point of view, p. 3-8. 3. Mabel T. Burnham: Our lower high school, p. 8-12. 4. Augustus Klock: The teaching of physical science in the Ethical culture school, p. 13-18. 5. H. W. Smith: The transition of English, p. 18-22.
1348. **Smith, W. A.** Junior high school practices in sixty-four cities. *Educational administration and supervision*, 6: 139-49, March 1920.

NORMAL TRAINING.

1349. **Bagley, William C.** The future of the city training school. *Educational administration and supervision*, 6: 111-26, March 1920.
A paper read before the Department of city training schools, N. E. A., Cleveland, February 26, 1920.
1350. **Carnegie foundation for the advancement of teaching.** The professional preparation of teachers for American public schools. A study based upon an examination of tax-supported normal schools in the State of Missouri; by William S. Learned, William C. Bagley, and Charles A. McMurtry, George D. Strayer, Walter F. Dearborn, Isaac L. Kandel, Homer W. Josselyn.

New York, The Carnegie foundation for the advancement of teaching [1920]
xix, 475p. map. 1°. (*Its Bulletin*, no. 14)

This study of the preparation of teachers for the public schools originated in an official request made to the Carnegie foundation by the governor of Missouri in July 1914, for an examination of the agencies for the training of teachers in the State. A study of these agencies led to an attempt to evaluate the process itself by which teachers are prepared, and to an effort to formulate trustworthy principles of procedure. This report deals only with the Missouri normal schools, and includes a somewhat technical discussion of the fundamental considerations that enter into the organization and conduct of teacher-training courses.

1351. **O'Shea, M. Vincent.** Is the professional training of teachers illiberal? Educational review, 60: 35-41, June 1920.

Makes a plea for more special professional study.

1352. **Richards, Albertino A.** The motivation of the professional course in the normal school. School and society, 11: 732-37, June 19, 1920.

1353. **Weniger, Ludwig.** Lehrerbildung durch reisen. Monatschrift für höhere schulen, 19: 203-16, May 1920.

Deals with the value of travel in the preparation of the teacher of languages and of history.

1354. **Woody, Clifford.** The administration of the psychology prerequisite to courses in education. Journal of educational psychology, 11: 61-77, February 1920.

"A study of the practice of forty-four of the leading colleges and universities in the United States regarding the requirement of psychology as a basis for courses in education. While psychology in some form is regarded as basic for education, there is the widest variation as to the type of psychology required and the school or other division in which the work is offered."

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

1355. **Bagley, William C.** A competent teacher for every American child. School and home education, 39: 230-33, June 1920.

A paper read before the first general session of the National citizens' conference on the crisis in education, Washington, May 19, 1920.

The present status of the teaching profession.

1356. **Brooks, Maro S.** The responsibility for the present condition of the teaching profession. Education, 40: 634-46, June 1920.

Discusses the teacher shortage, salaries, etc.

1357. **Cross, E. S.** The truth about teachers. Yale review, 9: 744-58, July 1920.

A plea for better salaries and higher professional training of teachers.

1358. **Downing, M. B.** Women's vote and the educational crisis. America, 23: 222-24, June 26, 1920.

Speaks of the scarcity of trained teachers. Says that if women can bring even a limited degree of order into the chaotic conditions which the nation faces when another school year opens, they will have justified their demand to vote.

1359. **Gould, J. C.** "Speaking of salaries." American school board journal, 60: 43-45, 109, June 1920.

Gives some statistics collected from the high schools of North Dakota. The writer says that "The trouble with most of the talk and agitation in regard to this salary problem is that it is couched in terms of the pre-war dollar. The general public, and most of the teachers themselves, think of salaries in the light of former standards. The cost of living has increased to more than double what it was a few years ago. Yet if the teacher who received \$30 a month then gets \$120 now she feels that she has had an increase in pay."

1360. How the national menace of underpaid teachers is being faced. American city, 23: 24-25, July 1920.

Gives an interesting tabulation of conditions in various cities.

1361. **Mac Adam, George.** The crisis in our schools. World's work, 40: 247-55, July 1920.

Discusses the results of teacher shortage. Gives salary schedules in the various States. Illustrated.

1362. **McConaughy, James L.** The recruiting of teachers for colleges. School and society, 11: 721-25, June 19, 1920.

1363. **McVey, Frank L.** Teaching as a calling. School and society, 11: 691-94, June 18, 1920.

A synopsis of an address given before students of the Ohio Wesleyan University, March 29, 1920, by the president of the University of Kentucky.

The writer says that the man or woman who enters teaching now, who has a fair amount of training, is apt to go forward very rapidly. There is no better time to enter a calling from the point of view of opportunity than the one when people are leaving it and looking for chances in other directions.

1364. **The M. E. A. News-letter**, vol. 7. no. 1, April 1920. (Teachers' salaries in Minnesota).
 Contains: 1. W. H. Shephard: Teachers' salaries in Minnesota, p. 6-9. 2. Teachers' salaries and expense statistics, p. 9-12. 3. J. M. McConnell: The teacher situation, p. 12-16. 4. L. D. Coffman: The present crisis in the teaching profession, p. 17-23. 5. Sadie M. Alley: To teachers: why teach? p. 24.
1365. **Moehlman, Arthur B.** A survey of teachers' salaries in Detroit. [Detroit, Board of education, 1920] 47p. incl. tables, diagrs. 8°. (The Detroit educational bulletin. Research bulletin, no. 1, 1920.)
1366. **Putnam, Mary B.** Wages and service. *American schoolmaster*, 13: 207-13, June 1920.
 Reply to an article which appeared in the *American schoolmaster* for April 1919, entitled "Service and wages." Discusses the questions of equal pay for men and women teachers, the married woman as teacher, etc.
1367. **Pyle, William Henry.** The teacher's ideals of life and happiness. Columbia, Mo., The Missouri book company, 1920. ix, 109p. 16°.
1368. **Rugg, H. O.** Self-improvement of teachers through self-rating: a new scale for rating teachers' efficiency. *Elementary school journal*, 20: 670-84, May 1920.
 Summarizes the chief features of the various schemes for rating the efficiency of teachers; and suggests administrative devices by which self-improvement can be effected through self-rating. Presents an elaborate form for "a rating scale for judging teachers in service."
1369. **Steinway, Louise S.** Why teach? *Moderator-topics*, 40: 604-605, June 3, 1920.
 Tells of many advantages of the teaching profession and says that the outlook as a whole for the profession was never brighter.
1370. **Tildsley, John L.** The crisis in education. *Bulletin of high points*, 2: 31-35, April 1920.
 Teachers' salaries and cost of living.

HIGHER EDUCATION.

1371. **National association of state universities in the United States of America.** Transactions and proceedings . . . Chicago, Ill., November 10-11, 1919. 160p. 8°. (Frank L. McVey, secretary-treasurer, University of Kentucky, Lexington, Ky.)
 Contains: 1. A. R. Hill: President's address, p. 8-14; Discussion, p. 14-16. 2. S. P. Capen: Plans for the exchange of foreign students, p. 36-42; Discussion, p. 42-44. 3. M. L. Burton: Cooperation between universities, p. 45-49; Discussion, p. 49-68. 4. W. O. Thompson: Pending educational legislation before Congress, p. 69-80; Discussion by S. P. Capen, p. 80-82. 5. F. J. Morrow: Military instruction in State universities, p. 88-95; Discussion, p. 95-111. 6. J. C. Futrell: The effect of military instruction on curricula, p. 111-14; Discussion, p. 114-25. 7. W. O. Thompson: New university problems raised by changed economic conditions, p. 125-33. 8. R. E. Vinson: Legislative problems—what should they be in view of existing conditions? p. 133-38. 9. R. J. Ale: The problem of university salaries, p. 138-41; Discussion, p. 141-51.
1372. **Bridges, James W. and Dollinger, Verona M.** The correlation between interests and abilities in college courses. *Psychological review*, 27: 308-14, July 1920.
 Says that "achievement in any vocation depends partly upon ability to do the work and partly upon interest in that particular kind of work. The problem for vocational guidance is therefore to measure ability and interest." Study based on records obtained from over 500 students in the Ohio state university.
1373. **Chase, Harry Woodburn.** The state university and the new South. *School and society*, 11: 631-38, May 29, 1920.
 Inaugural address of the president of the University of North Carolina, April 28, 1920.
1374. **Claxton, Philander P.** The junior college's opportunity. *School life*, 5: 1, 10-11, July 15, 1920.
 Read before the National conference of representatives of junior colleges.
 Thinks that with the same amount of money the effectiveness of our schools of higher learning might be increased from 20 to 30 per cent by making use of the junior college idea.
1375. **Fay, B.** Harvard 1920. *Harvard graduates' magazine*, 28: 587-93, June 1920.
 Harvard as it appears to a European. Mr. Fay has been at Harvard for six months as Victor Emmanuel Chapman memorial fellow.

1376. **Foster, William Trufant.** First report of the president of Reed college, 1910-1919. Portland, Oreg., 1919. 104p. 12 plates. 12°. (Reed college record. no. 34, December 1919)

A report containing a history of Reed college and of the administration of its first president Dr. Foster, 1910-19, together with a statement of reasons for adopting certain policies.

1377. **Koos, Leonard V.** The flexibility of requirements for admission to colleges east and west. *School review*, 28: 436-50, June 1920.

A study based on printed statements of admission requirements and responses to a questionnaire. Says there is a tendency toward greater flexibility in admission requirements in the West, making it more nearly possible for the high school to perform its important function of exploration for guidance. Illustrated with graphs.

1378. **Minnesota. University.** Laws and regulations governing the University of Minnesota. Comp. from the statutes of the United States, statutes of Minnesota, regulations of departments of the Federal government, minutes of the Board of regents, acts of the University senate. Minneapolis, The University of Minnesota, 1920. xii, 541 p. 8°.

1379. **New York university.** *Outlook*, 125: 154-56, May 26, 1920.

Popular article on activities of New York university. Illustrated.

1380. **Park, Julian.** The city and the university. *University of Buffalo studies*, 1: 192-206, June 1920.

Includes a description of the University of Cincinnati by Prof. Carl Holliday, and also tells of the University of Buffalo.

1381. **Schurman, Jacob Gould.** The American university: today and tomorrow. *Indiana university alumni quarterly*, 7: 156-78, April 1920.

Foundation day address, January 26, 1920.

Describes the grave and dangerous situation in which our universities to-day find themselves and the outlook for the future.

1382. **Stewart, Joseph S., ed.** Record of students entering Georgia colleges and normal schools, 1918-19. Athens, Ga. The University, 1920. 43p. 8°. (Bulletin of the University of Georgia, vol. XX, no. 3, May, 1920. Serial no. 308)

1383. **Talbert, E. L.** The rôle of investigation in the making of a municipal university. *Scientific monthly*, 11: 151-58, August 1920.

1384. **Vold, Lauriz.** College preparation and success in life. *Quarterly journal of the University of North Dakota*, 10: 401-14, July 1920.

1385. **Walters, Raymond.** Statistics of registration of thirty universities for 1918 and 1919. *School and society*, 12: 109-17, August 14, 1920.

These statistics show that the combined grand total registrations at the thirty institutions for 1919 showed a gain of 47 per cent over 1914.

1386. **Wertenbaker, Thomas Jefferson.** An educational need. *Princeton alumni weekly*, 20: 777-79, May 26, 1920.

The preceptorial system at Princeton university. Thinks that its adoption by other universities would work wonders for the cause of education in this country.

SCIENTIFIC RESEARCH

1387. **Bonser, Frederick G.** Educational research in the practical arts. *Journal of home economics*, 12: 241-46, June 1920.

Summary of an address given at the Alumni conference of Teachers college, February 20, 1920. Research as a method of education and practical values resulting from such research.

1388. **Gunthorp, Horace and Mudge, E. Leigh.** The research contribution of the smaller colleges. *School and society*, 11: 656-60, May 29, 1920.

A study of the authorship of the signed articles published during 1919 in eight journals. It is evident from the study that the colleges are producing much less than their proportion of the research in the United States. The reason for this shortage is to be sought both in the individual teachers and in the institutions with which they are connected.

1389. **Rosa, Edward B.** The economic importance of the scientific work of the Government. [n. p., 1920] p. 341-82. 8°.

Reprinted from the *Journal of the Washington academy of sciences*, vol. 10, no. 12, June 19, 1920.

Also in *Scientific monthly*, 11: 5-24, 141-50, 246-53, July-September 1920. Outlines among other topics the work of the U. S. Bureau of education.

1390. **Weld, Le Roy D.** The college teacher and research. *Science*, n. s. 52: 45-48, July 16, 1920.

SCHOOL ADMINISTRATION.

1391. **Alexander, Carter and Theisen, W. W.** Publicity campaigns for better school support. *Journal of educational research*, 2: 457-64, June 1920.
The principles and procedures underlying the organization and operation of successful school publicity campaigns.
1392. **Blanton, Annie Webb.** Democracy in school administration. *High school quarterly*, 8: 155-59, April 1920.
Address delivered at the Department of superintendence, National education association, Cleveland, Ohio, 1920.
1393. **Boggs, J.** School board regulations concerning the elementary school principal. *Elementary school journal*, 20: 730-42, June 1920.
Summarizes the prescriptive requirements concerning the elementary school principal in 30 American school systems taken at random.
1394. **Corson, David B.** The all-year school. *American city*, 22: 588-92, June 1920.
Says such a school is the greatest Americanization agency yet established.
1395. **Deffenbaugh, W. S.** The school board in city school survey reports. *American school board journal*, 61: 23-26, August 1920.
Recommendations of school survey committees regarding the selection of the board, its size, powers, organization, etc.
1396. **Edwards, Glen.** Definition of legislative and executive functions of school government. *Elementary school journal*, 20: 756-66, June 1920.
School administration in New York City and Chicago. Says that school laws, because of their vagueness, are largely at fault for conditions.
1397. **Folks, Gertrude.** Modification of state compulsory attendance laws by local authorities. *Journal of education*, 91: 591-93, May 27, 1920.
1398. For the freedom of education. *Catholic educational review*, 18: 332-56, June 1920.
Printed as a free leaflet by the Central bureau of the Central society, St. Louis, Mo.
The Smith-Towner bill and the National education association. Objections to the proposed department of education.
1399. **Hanus, Paul H.** School administration and school reports. Boston, New York [etc.] Houghton Mifflin company [1920] xii, 200 p. 12°.
A collection of essays with the following titles: 1. The meaning of education; 2. Some principles of school administration; 3. Town and city school reports; 4. Testing the efficiency of public schools; 5. Courtis arithmetic tests applied to employees in business houses; 6. Measuring progress in learning Latin; 7. How far shall the state go? 8. The German example; 9. German schools and American education; 10. Germany's kultur; 11. The Harvard graduate school of education.
1400. **Harvard teachers association.** Addresses read before the annual meeting on May 1, 1920. *School and society*, 11: 661-83, June 5, 1920.
The Federal department of education, by C. H. Judd, p. 661-74; National leadership and national support for education, by G. D. Strayer, p. 674-81; Discussion, by C. W. Eliot, p. 681-83.
1401. **Judd, Charles H.** National problems in education. *Educational record*, 1: 118-31, May 1920.
Address delivered at the third annual meeting of the American council on education, May 7, 1920.
Shows the flaws in the Smith-Towner bill and makes a plea that the American council on education make a study of the problems involved in a national system of education so that Congress may be shown what needs to be done.
1402. **Lance, Jack.** Opinions of state school superintendents on methods of electing county school superintendents. *High school quarterly*, 8: 262-66, July 1920.
1403. **Nutt, Hubert Wilbur.** The supervision of instruction. Boston, New York [etc.] Houghton Mifflin company [1920] 277 p. 12°.
Analytical discussion of the principles underlying classroom supervision. A statement of the technique and professional standards for the supervision of instruction. In Part I the author discusses the job of supervision and in Part II the principles underlying the supervision of instruction, including supervisory method, devices of supervision, and technique of supervision.

1404. **Spain, Charles L.** The platoon school in Detroit. [Detroit, Mich. The Board of education, 1920] 108 p. incl. tables, diagrs. 8°. (The Detroit educational bulletin. Research bulletin no. 2, 1920.)
1405. **Wilboughby, William F.** A Federal department of education and science. Educational record, 1: 107-17, July 1920.
Address delivered at the third annual meeting of the American council on education, May 7, 1920.
Advocates the creation of a Department of education and research which would mobilize all the scientific research agencies of the Government.

SCHOOL MANAGEMENT.

1406. **Barton, J. Wesley.** School organization on an objective basis. Educational administration and supervision, 6: 187-97, April 1920.
An analysis of some of the factors responsible for retardation.
1407. **Edson, Andrew W.** The school principal. American school, 6: 106-107, April 1920.
The qualities and duties of a school principal and suggested standards for measuring the efficiency of a principal.
1408. **Heinonen, Junetta C.** A new report card to parents. American school-master, 13: 168-78, May 1920.
The faults of the report cards now generally in use and some suggestions for a new report card. The forms given are now in use in the grades and high schools of Republic, Michigan.
1409. **Hines, H. C.** The city school report. American school board journal, 60: 35-37, June 1920.
The evolution of the school report and its present characteristics.
1410. **Pittenger, B. F., comp.** Better school organization; suggestions from surveys. Austin, Tex., The University [1920] 112p. 8°. (University of Texas bulletin, no. 2004: Jan. 15, 1920. Education series, no. 30.)
1411. **Stevens, Eugene C.** The evaluation of the individual in the administrative force. American school board journal, 60: 27-29, June 1920.
Also in Colorado school journal, 35: 10-13, 18, 20, May 1920.
The evaluation of school principals.
1412. **Stillman, Charles B.** Democracy in management of the schools. American school board journal, 60: 39-40, June 1920.
Paper on teachers' councils read before the Department of superintendence, National education association, Cleveland, Ohio, February 27, 1920.
1413. **Updegraff, Harlan.** The participation of teachers in school management. Educational review, 60: 52-61, June 1920.
Presents a tentative plan by which such participation may be brought about.

SCHOOLHOUSES AND GROUNDS.

1414. **Betelle, James O.** New school buildings, state of Delaware. American architect, 117: 751-60, 763-65, 785-88, June 16, 23, 1920.
Illustrated with views and plans of the work of Guilbert & Betelle, architects for the Delaware school auxiliary association, a corporation organized for the purpose of expending the duPont fund for new school buildings to be erected in the state of Delaware.
The issue for June 16 contains 5 plates of Delaware school buildings in addition to the illustrated text mentioned above.
1415. **Kinkade, Arthur.** The elements of a workable building program. American school board journal, 61: 31-33, August 1920.
Address before the National association of school business accounting officers, Minneapolis, May 19, 1920.
Some of the possibilities and some of the limitations that attend the problem of working out a school building program that will be worth the time and thought required to prepare it.
1416. **McDermott, Charles.** Present and future cost of school buildings. American school board journal, 60: 38-39, June 1920.
Paper read before the Association of school board members of the State of New Jersey at their convention in December, 1919.
1417. **Williams, L. A.** On building buildings. High school journal, 3: 135-37, May 1920.
A building program. The steps that should be taken by one who contemplates building a new schoolhouse.

SCHOOL HYGIENE AND SANITATION.

1418. **American child hygiene association.** Transactions of the tenth annual meeting, Asheville, N. C., November 11-13, 1919. Albany, J. B. Lyon company, 1920. 346p. 8°. (Executive office, 1211 Cathedral street, Baltimore, Md.)
Contains: 1. W. P. Lucas: What England and Scotland are doing for children of pre-school age, p. 143-52. 2. W. H. O. Hofmann: Observations on the supervision of the pre-school age in the large city, p. 153-56. 3. Adelaide Brown: The permanent results of children's year for the neglected period of childhood in San Francisco, p. 157-60; Discussion, p. 160-68. 4. W. L. Treadway: Psychiatry, with special reference to children of school age, p. 172-77; Discussion, p. 177-81. 5. H. B. Butler: Oral hygiene, p. 188-90; Discussion, p. 190-93. 6. Sara B. Place: General outline of welfare work for the child from 2 to 6 years, p. 197-201; Discussion, p. 201-206. 7. Virginia K. Kimble: General outline of welfare work for the child from 2 to 6 years from the viewpoint of the rural community, p. 207-13. 8. Janet Geister: The child welfare special, p. 214-22; Discussion, p. 222-24.
1419. **Chancellor, William E.** Health and happiness for teacher and child. Child (London) 10: 481-84, August 1920.
General hygiene for teacher and child.
1420. **Devine, William H.** Comparative statistics on physical examinations of pupils of the Boston public schools from December 1, 1915, to March 1, 1920, and remarks, with especial reference to malnutrition. Boston medical and surgical journal, 182: 658-60, June 24, 1920.
1421. **Emerson, William R. P.** The malnourished child in the public school. Boston medical and surgical journal, 182: 655-58, June 24, 1920.
Sums up the five principal causes of malnourishment as follows: Physical defects; lack of home control; over-fatigue; improper food habits; and improper health habits.
1422. **Howe, William A.** Health work in the schools in New York state. Albany medical annals, 41: 183-92, June 1920.
Historical sketch of health education in New York. Says that 700,000 school children and 37,000 teachers come under the provisions of the medical inspection law. Gives results of examinations for the past three years.
1423. **Legge, Robert T.** Students' health service at the University of California. Modern medicine, 2: 400-4, May 1920.
Work in preventive medicine, physical examination of students, etc. Illustrated.
1424. **Meredith, Florence L.** Health education in the public school. Journal of education, 91: 626-29, June 17, 1920.
The ineffectiveness of the present methods of health education and the necessity of arousing public interest in the subject.
1425. **Tarbell, R. W. and Metz, J. J.** The teaching of hygiene. Industrial-arts magazine, 11: 312-15, August 1920.
Some ideas that have proven successful in teaching hygiene to boys in industrial schools. Gives some examples of health talks that have been prepared according to the needs of the pupils.
1426. **Wood, Ira C.** Nutrition classes in the Chicago schools. Modern medicine, 2: 388-92, May 1920.
Seriousness of the problem of malnutrition in Chicago schools. Work of nutrition classes and good results obtained.

SEX HYGIENE.

1427. **Curtis, Lucy S.** Sex instruction through English literature. Social hygiene, 6: 263-72, April 1920.
Lists and analyzes books that present ideals of pure and chivalrous love; and those which deal with the problem of evil passion.
1428. **Thompson, Louise B.** Opportunities for sex education in English classes. Social hygiene, 6: 391-99, July 1920.
Sex problems and moral truths taught through the medium of English literature.

PHYSICAL TRAINING.

1429. **American physical education association.** [Papers presented at the twenty-seventh annual convention, New York city, April 7-10, 1920] American physical education review, 25: 225-51, June 1920.
Contains: 1. E. L. Thorndike: Psychological and educational tests, p. 228-33. 2. Elmer Berry: Problems in the recruiting of teachers of physical education, p. 233-39. 3. David Sneed: Problems of physical education, p. 239-49.

1430. **Brown, Lloyd T.** Bodily mechanics and medicine. Boston medical and surgical journal, 182: 649-55, June 24, 1920.
Deals with faulty posture in adults and children. Gives results of physical examinations of Harvard freshmen. Illustrated.
1431. **England, Frederick O.** Physical education. A manual for teachers. Manila, Bureau of printing, 1919. 374p. illus. 8°.
1432. **Kirkpatrick, T. Bruce.** Physical education: from the standpoint of "adjustment." Virginia teacher, 1: 117-22, June 1920.
The place of physical education in the general educative program. A comprehensive program of physical education as an instrument of adjustment.
1433. **Williams, Jesse Feiring.** The education of emotions through physical education. Teachers college record, 21: 201-16, May 1920.
Bibliography: p. 215-16.
Physical education and the development of character. Says the great opportunity in physical education as regards the education of the emotions probably lies in the play and game aspects, although the less well-defined field of the dance may have as real and important values.

PLAY AND RECREATION.

1434. **Knight, Howard B. and Williams, Marguerita P.** Sources of information on play and recreation (Rev. and enl. ed., 1920). New York city, Department of recreation, Russell Sage foundation [1920] 48p. 8°. ([Russell Sage foundation, New York. Pamphlet] no. Rec. 151)
1435. **Olmsted, Frederick Law.** Parks and playgrounds. American magazine of art, 11: 307-15, July 1920. illus.
Thinks that playgrounds should be made as attractive in appearance as possible and combined as far as practicable with facilities for other kinds of recreation, not primarily dependent on the quality of the scenery. A playground should not be thrust into park land the prime purpose of which is to give enjoyment by its beauty.
1436. **Perry, Clarence Arthur, comp.** Contributions to community center progress. A report on the community center sessions at the N. E. A., Department of superintendence meeting, Cleveland, February, 1920. New York city, Department of recreation, Russell Sage foundation [1920] 40p. 8°. ([Russell Sage foundation, New York. Pamphlet] no. Rec. 152)
1437. **Wallis, Chester G.** Where public schools and playgrounds have joined forces to utilize the play instinct. American city, 22: 616-18, June 1920.
Describes the recreation program of Oakland, Calif.

SOCIAL ASPECTS OF EDUCATION.

1438. **Chancellor, William Estabrook.** The symbolism of campfire and psychology of the adolescent girl. Boston teachers news letter, 8: 6-11, June 1920.
A paper read at the Cleveland meeting of the Department of superintendence, National education association. The work and aims of the Camp Fire organization.
1439. **Hyde, Isabella.** The personality campaign in the Julia Richman high school. Bulletin of high points, 2: 35-38, April 1920.
A campaign inaugurated in February, 1919, by Dr. M. H. Lucey, to bring about higher standards of character, to broaden the lives of the students, and to promote better scholarship.
1440. **Romano, Pietro.** L'ideale pedagogico e la evoluzione sociale. Rivista pedagogica, 13: 151-65, March-April 1920.
1441. Southern textile bulletin, vol. 18, no. 17, December 25, 1919. Health and happiness number. Charlotte, N. C., Clark publishing company. 314p. illus. f°.
Contains instructive information regarding the educational and welfare work of Southern cotton mills for their employees.
1442. **Weigle, Luther A.** The child at study. Church school, 1: 16-18, 47, June 1920. illus.
This is the eighth article in a series of studies for parents, teachers, and pastors, based on an outline prepared by the International Lesson Committee and entitled Hints on child training. The functions of the school, new methods in the schools, and the cooperation of home and school, etc.

CHILD WELFARE.

1443. **Folks, Gertrude.** Farm labor vs. school attendance. American child, 2: 73-89, May 1920.
Rural illiteracy, school attendance, etc.
1444. **O'Shea, M. V.** Present-day methods in child-welfare. Child-welfare magazine, 14: 268-70, May 1920.
The city and country child and methods for promoting child-welfare especially in the city.
1445. **Patri, Angelo.** The spoiled child. Red cross magazine, 15: 14-17, 73, July 1920. illus.
Shows how unjust it is for the child when the parents spoil him. Says the world has no use for the selfish child.
1446. **U. S. Children's bureau.** The child-welfare special; a suggested method of reaching rural communities. [Washington, Government printing office] 1920. 19p. plates. 8°. (Children's year follow-up series no. 5. Bureau publication no. 69)

MORAL AND RELIGIOUS EDUCATION.

1447. **Bryant, Sophie.** Moral and religious education. London, Edward Arnold, 1920. viii, 256p. 12°. (The modern educator's library, general editor, Prof. A. A. Cock)
"Bibliography": p. 243-52.
1448. **Coe, George A.** Policies for college instruction in religious education. Religious education, 15: 167-72, June 1920.
A statement prepared for the Board of education of the Methodist Episcopal church, South.
1449. **Pell, Edward Leigh.** Bringing up John. "How can I teach my children so that their religious faith will stand the tests of after years?" A book for mothers and other teachers of boys and girls. New York, Chicago [etc.] Fleming H. Revell company [1920] 192p. 12°.
1450. **Stafford, Hazel Straight.** The vacation religious day school. Teacher's manual of principles and programs. New York, Cincinnati, The Abingdon press [1920] 160 p. plates. 12°.

MANUAL AND VOCATIONAL TRAINING.

1451. **National society for vocational education.** Proceedings of the joint convention of the National society for vocational education and the Vocational education association of the middle west, Chicago, February 19-21, 1920. New York, 1920. 255p. 8°. (*Its Bulletin* no. 32)
Contains: Sec. I. Significance to vocational education of the present economic unrest. p. 7-26.—Sec. II. Agricultural education. p. 27-73.—Sec. III. Commercial education. p. 74-85.—Sec. IV. Industrial education. p. 86-158.—Sec. V. Vocational education and social science in the high school. p. 159-203.—Sec. VI. Future problems of national and state administration of vocational education. p. 207-55.
1452. **Anderson, Harry W.** A course in automobile construction, operation and repair. Industrial-arts magazine, 9: 343-46, September 1920.
1453. **Backus, Allen D.** An intensive program for the manual arts. Manual training magazine, 22: 4-9, July 1920.
1454. **Garwood, R. S.** Making education practical. Porto Rico school review, 4: 13-22, May 1920.
Address delivered at meeting of Porto Rico teachers' association, municipal commissioners of education and supervisors of schools, December 28, 1919.
Vocational education and vocational guidance in Porto Rico.
1455. **Godfrey, Hollis.** Cooperation between industry and the colleges. Educational review, 60: 42-51, June 1920.
1456. **Griffith, Ira Samuel.** Teaching manual and industrial arts; a textbook for normal schools and colleges. Peoria, Ill., The Manual arts press [1920] 229p. illus. 12°.

The course given in this volume directs attention to the problems of methods of teaching and daily lesson plans, with only such organization and administration problems as relate to the successful presentation of the lesson. The purpose is to assist in the making of necessary connections between the more general courses in educational psychology and theory of teaching and the special work of practice teaching in manual and industrial arts.

1457. **Hawkins, Layton S.** Future problems of state and national administration of vocational education. Vocational summary, 3: 6-8, May 1920.

Read before the National society for vocational education, Chicago, Ill., February 21, 1920. Discusses (1) What groups are to be reached by vocational education; (2) What is to be the content of the vocational courses, and (3) How are we to secure competent vocational teachers.

1458. **Hill, David Spence.** Introduction to vocational education; a statement of facts and principles related to the vocational aspects of education below college grade. New York, The Macmillan company, 1920. xvii, 483p. 12°.

This book by the president of the University of New Mexico aims to furnish an introduction to the study of the vocational aspects of public education. It gives a bird's eye view of the relation of public education to democracy, of the historical development of vocational education, of recent federal legislation, of the problems of agricultural, industrial, and commercial training, and of practical education for girls and women. Other topics presented are the uses of research for education and industry, and applied psychology.

1459. **Klein, Paul E.** Industrial education in the upper grammar grades of a non-directly-vocational school. Industrial-arts magazine, 9: 337-40, September 1920.

A course in manual training the purpose of which is to develop a sympathetic understanding and appreciation of modern industry.

1460. **Knowles, F. H.** The English system of education and manual training. Manual training magazine, 22: 1-3, July 1920.

1461. **Londow, Ezekiel J.** Advantages of cooperative education. South Atlantic quarterly, 19: 249-57, July 1920.

1462. **Morris, J. V. L.** Separateness of vocational education in manufacture. Educational administration and supervision, 6: 220-25, April 1920.

In the administration of vocational education the writer thinks that in many cases training and education can be provided most effectively in the industry as exemplified by the corporation school. Vocational schools in which the instruction closely resembles the practice in industry are most successful when independent of the general school system.

1463. **Myers, George E.** How industry is meeting the problem of industrial education. Manual training magazine, 22: 27-31, August 1920.

Paper read before the Vocational education round table, Western arts association, Detroit, May 1920.

The efforts industry is making to give training to its entire personnel. Tells of the vestibular school, the up-grading school, apprenticeship training, etc.

1464. **Rickcord, R. V.** A simple, comprehensive card record scheme for the shops of a vocational school. Industrial-arts magazine, 9: 266-70, July 1920.

1465. **Scrimshaw, Stewart.** Vocational departments in high schools vs. separate vocational schools. Industrial-arts magazine, 9: 297-99, August 1920.

The relative merits of the separate vocational school as against the vocational department of the high school.

1466. **Sheldon, E. E.** Printing a fine art. Industrial-arts magazine, 9: 225-29, June 1920.

Teaching printing as a manual art.

1467. **Snedden, David.** Vocational education. New York, The Macmillan company, 1920. 587p. 12°. (On cover: Brief course series in education)

A book devoted primarily to the study of current problems in vocational education, without treating the subject in a historical or descriptive way. The writer discusses the meaning, aim, and limits of school vocational training, and then takes up fundamental problems of method and of administration.

1468. **Stewart, R. M.** The vocational teacher and the study problem. Albany, N. Y., University of the state of New York, 1920. 16p. 8°.

I. Relating to professional improvement.—II. Teaching others to study.—III. Supervision of study.—Bibliography.

1469. **Timbie, W. H.** A cooperative course in electrical engineering conducted by Massachusetts institute of technology and General electric company. Engineering education, 10: 459-76, June 1920.

1470. **Wardle, Addie G.** Handwork in child life. Child (London) 10: 393-99, June 1920.

Says that every teacher should be an expert in handwork as well as a good handwork director of the children's efforts. Presents possible types of handwork for the elementary years.

1471. **Yeomans, Edward.** The school shop. *Atlantic monthly*, 125: 813-19, June 1920.

Says that handwork cannot be postponed to the high school and technical school period, but should be given a place in the elementary school.

VOCATIONAL GUIDANCE.

1472. **Brewer, John M.** The need for vocational guidance in any plan for vocational education. *Educational administration and supervision*, 6: 126-38, March 1920.

1473. **Murray, Elsie.** Psychological tests as diagnostic of vocational aptitudes in college women. *Journal of applied psychology*, 4: 30-38, March 1920.

"Comparison of the student's own vocational choice with the various test scores reveals a fairly high degree of correspondence between individual ambition and experimental findings."

1474. **Oschmann, Dr.** Berufswahl und berufsberatung auf arbeitswissenschaftlicher grundlage. *Zeitschrift für schulgesundheitspflege*, 33: 145-51, no. 5, 1920.

AGRICULTURAL EDUCATION; HOME ECONOMICS.

1475. **Beach, Dorothea.** Practice houses a reality. *Journal of home economics*, 12: 308-12, July 1920.

Summarizes the answers received to a questionnaire sent to 76 institutions to ascertain certain facts as to the use of practice houses in the teaching of home economics.

1476. **Richardson, Anna E.** Future administrative problems in vocational education in home economics. *Journal of home economics*, 12: 299-307, July 1920.

Paper read before the meeting of the National society for vocational education, Chicago, February 1920.

Discusses briefly the groups of women to be reached by vocational education in home economics, the school's responsibility for providing all the facilities and factors which enter into a complete program of home-making education, and the need of providing adequately trained vocational teachers.

1477. **Washington.** State board for vocational education. The function and organization of the high school course of study in agriculture. Olympia, F. M. Lamborn, 1920. 22p. 8°. (Bulletin no. 2, Agricultural series, no. 1)

By W. G. Hummel.

COMMERCIAL EDUCATION.

1478. *Columbia alumni news*, vol. 11, no. 33, May 28, 1920. (The school of business.)

Contains: 1. J. C. Egbert: The Columbia school of business—its history, p. 620-22. 2. R. C. McCrea: The curriculum of the Columbia school of business, p. 622-24. 3. H. P. Willis: The employer and the graduate of the school of business, p. 624-25. 4. J. P. Papp: The business student, p. 627-29.

1479. **Ryan, H. H.** The Irving mercantile corporation. *Elementary school journal*, 20: 651-59, 743-55, May, June 1920.

Describes a corporation organized in the Irving school of St. Louis, Mo., the purpose of which is to provide a motivated type of school work; to familiarize the pupils with some of the conventions of business—materials and procedure, etc.

PROFESSIONAL EDUCATION.

1480. **American medical association.** Report of the annual congress on medical education and licensure and the sixteenth annual conference of the Council on medical education, Chicago, March 1, 2, and 3, 1920. Chicago, Ill., American medical association, 1920. 92p. 8°. (American medical association bulletin, vol. 14, no. 1, July 15, 1920. Educational number)

Contains: 1. A. D. Bevan: Needed developments in medical education, p. 6-10. 2. N. P. Colwell: Improvements in medical education in sixteen years, p. 10-15. 3. G. E. Vincent: Ideals and their function in medical education, p. 16-21. 4. R. L. Wilbur: The needs and future of medical education, p. 21-23; Discussion, p. 23-32. 5. W. A. Jessup: The larger function of state university medical schools, p. 32-35. 6. Oskar: Research in the teaching laboratories, p. 38-45. 7. G. C. Robinson: Research in clinical medicine, p. 45-49; Discussion, p. 49-58. 8. L. B. Wilson: Report of committee on graduate medical education, p. 58-67.

1481. **Association of American law schools.** Handbook . . . and proceedings of the seventeenth annual meeting held at Chicago, Ill., December 30-31, 1919. 136p. 8°. (Henry C. Jones, secretary-treasurer, Morgantown, W. Va.)

Contains: 1. H. F. Stone: Address of the president, p. 95-108. 2. Ernst Freund: A course in statutes, p. 109-12. 3. O. K. McMurray: The four-year course in law, p. 112-16. 4. R. W. Millar: The four-year course in law, p. 116-20. 5. Albert Kocourek: The teaching of jurisprudence, p. 121-27; Discussion, p. 128-31.

1482. **National league of nursing education.** Proceedings of the twenty-fifth annual convention . . . held at Chicago, Ill., June 24 to 28, 1919. Baltimore, Williams & Wilkins company, 1919. 334p. 8°. (Laura R. Logan, secretary, University of Cincinnati, Cincinnati, Ohio)
- Contains: 1. Annie W. Goodrich: The contribution of the Army school of nursing, p. 146-56. 2. Elsie M. Lawler: How the civil hospitals and nursing schools met the war situation, p. 157-61. 3. Grace E. Allison: What the war has taught us about nursing education, p. 171-77. 4. Maude E. Landis: Strong and weak points in our system of training, with adjustments to meet the present situation, p. 215-25. 5. C. E. Chadsey: The relation of the public school to nursing education, p. 237-41; Discussion, p. 241-44. 6. Helen M. Wood: The value of the clinical method of teaching in nursing schools and how it can be organized, p. 259-64. 7. Parmelia M. Doty: The need of cooperation between the head nurse and instructor, p. 264-70. 8. Claribel A. Wheeler: Nursing preparatory courses in schools and colleges, p. 270-77. 9. Eliza P. Reid: Cooperative teaching, p. 278-81. 10. Effiebeth C. Burgess: How can we make the student's practical work experience more profitable from an educational standpoint, p. 282-89. 11. M. Helena McMillan: Non-resident students in training schools, p. 290-96; Discussion, p. 296-309.
1483. **Allbutt, Sir T. Clifford.** Medical research. Science, n. s. 52: 115-20, August 6, 1920.
- Presidential address at the British medical association, Cambridge meeting. Reviews the work of scholars in medical research.
1484. **Ellis, A. G.** The teaching of medicine. Journal of the American medical association, 75: 367-70, August 7, 1920.
- Emphasizes the saving of time in the medical curriculum by more intimate correlation of departments. Advocates the reduction of time devoted to lectures and for laboratory instruction.
1485. **Interchurch world movement.** Education department. Preliminary report of the survey of the theological seminaries of North America. Christian education, 3: 2-38, April 1920.
1486. **Kefauver, Christine B.** What is the matter with the training school? Trained nurse and hospital review, 65: 113-19, August 1920.
- A study based on a questionnaire sent to hospitals having training schools for nurses. An endeavor to ascertain the causes of the shortage of nurses, etc.
1487. **Kolmer, John A.** A five or six-year course in medicine. Journal of the American medical association, 75: 360-61, August 7, 1920.
- Discusses the advantages of a five-year curriculum. Emphasizes the crowded condition of the four-year course.
1488. **Medical education in the United States.** Journal of the American medical association, 75: 379-415, August 7, 1920.
- Educational data for 1921, presented by the Council on medical education and hospitals. Gives tabulated statistics of medical colleges in the United States and Canada; distribution of medical students by states; medical courses; essentials of an acceptable medical college, etc.
1489. **Parnall, Christopher G.** The future of nursing service and nursing education. American journal of nursing, 20: 897-901, August 1920.
1490. **Peterson, Frederick.** The future of the physician. Journal of the American medical association, 75: 357-60, August 7, 1920.
- Emphasizes health instruction in public schools. Sketches the ancient art of therapeutics.
1491. **Vincent, George E.** The Rockefeller foundation; a review for 1919. Public health and medical education in many lands. New York, 1920. 44p. front., illus., diagrs. 8°.
1492. **Ward, Agnes S.** Some of the newer problems in the training of the nurse. Trained nurse and hospital review, 64: 493-96, June 1920.
- Second and concluding paper. Methods of relieving the shortage of trained nurses.
1493. **Waters, Charles E.** The educational status of nursing in 1918. Trained nurse and hospital review, 65: 109-12, August 1920.
- A statistical study with graph showing the distribution of pupils in 1,680 nurse-training schools.
1494. **Watkins, J. A.** The training of industrial physicians. Journal of the American medical association, 74: 1643-45, June 12, 1920.
- Says the facilities for receiving practical instruction in industrial medicine are inadequate in the United States. Emphasizes the importance of such teaching.

CIVIC EDUCATION.

1495. **Dunn, Arthur W.** Community civics and rural life. Boston, New York [etc.] D. C. Heath & co. [1920] xii, 507p. illus. 12°. (Rural education series, ed. by H. W. Foght)
The first purpose of this book is to meet the needs of rural pupils and teachers; the second is to make as obvious as possible the elements which, in the author's judgment, characterize "community civics" and give it vitality.
1496. **Ellwood, Charles A.** Education for citizenship in a democracy. American journal of sociology, 26: 73-81, July 1920.
Discusses the need of a national system of education in a democratic nation. Says that education for citizenship is a national concern and can not be left with safety wholly to local interests. Advocates the Smith-Towner bill.
1497. **Leighton, Etta V.** Our little citizens. A civics program for 1920-21. Primary education, 28: 342-43, 391, 393, June 1920.
The last number in a series of articles on Our little citizens which has been continued monthly for two years in Primary education.
A civic program for grades I to VI.
1498. **Street, Frederick A.** Putting over a civic education program. National Catholic war council bulletin, 1: 10-11, 30, August 1920. illus.
Social assets in community Americanization work. The Catholic church and its work with non-English-speaking immigrants.

AMERICANIZATION.

1499. **Aronovici, Carol.** Americanization: its meaning and function. American journal of sociology, 25: 695-730, May 1920.
Discusses among other phases of the subject language teaching; the teaching of English; citizenship, etc.
1500. **Baughman, Ruby.** The activities of a department of immigrant education. Journal of the New York state teachers' association, 7: 169-77, June 1920.
The supervisor of immigrant education in Los Angeles, Cal., tells of the work of elementary adult education in that city.
1501. **Gathany, J. Madison.** Political culture the educational basis of Americanization. Outlook, 125: 420, 425-26, June 30, 1920.
Political culture not only includes knowledge with regard to the workings of our government, but an appreciation of the origin and spirit of our institutions.
1502. **Russell, William F.** Education in the United States; with an appendix on how the Russian immigrants can make use of the American educational system. New York, Russian section, Foreign language information service, American national red cross, 1920. 110p. 8°.
Added t.-p. and text of book in Russian. Foreword of endorsement by P. P. Claxton, U.S. Commissioner of education.
1503. **Woodward, Elizabeth Ash.** Americanization work of the kindergarten. Kindergarten and first grade, 5: 221-24, June 1920.
The citizenship of the foreign-born mother and the kindergarten's part in helping her to make her first step toward active citizenship.

EDUCATION OF SOLDIERS.

1504. **Mann, Charles R.** Education in the United States army. Educational review, 60: 1-6, June 1920.
Describes the "applicatory" method of instructing recruits who have had less than an eighth-grade schooling. The essential elements of this method are a series of definite, concrete jobs or projects which the soldier must work out and accomplish mainly by his own effort, and the definition of the standards of achievement which he must attain before the job is completed.

TRAINING OF DISABLED SOLDIERS.

1505. **Faries, John Culbert.** Three years of work for handicapped men. A report of the activities of the Institute for crippled and disabled men. New York city, Pub. at the Institute, 1920. 95p. 16°.
1506. **Roberts, Ralph S.** The use of psychological and trade tests in a scheme for the vocational training of disabled men. Journal of educational psychology, 11: 101-108, February 1920.

EDUCATION OF WOMEN.

1507. **Courtney, Mrs. W. L.** Oxford and women. *North American review*, 212: 200-9, August 1920.
1508. **Wembridge, Eleanor B.** The professional education of women and the family problem. *Social hygiene*, 6: 181-96, April 1920.

NEGRO EDUCATION.

1509. **Davis, J. E.** A Virginia asset: the Virginia industrial school for colored girls. *Southern workman*, 49: 357-64, August 1920.

EDUCATION OF DEAF.

1510. **Benedict, A. L.** The extent of the vocabulary. *Volta review*, 22: 494-500, August 1920.
Discusses handicaps suffered by children of defective hearing in acquiring a vocabulary.
1511. **McLean, Marjorie.** The development of speech-reading power. *Volta review*, 22: 485-94, August 1920.
1512. **Scripture, E. W.** Tracings from speech records. *Volta review*, 22: 480-85, August 1920.
Second of a series of articles on the "Mechanism of speech." Illustrated. Tracings made by phonographic records.

EXCEPTIONAL CHILDREN.

1513. **Doebelin, M. I.** Juvenile delinquency. *School and society*, 11: 725-32, 757-60, June 19, 26, 1920.
1514. **Edson, Andrew W.** The education of mentally and physically handicapped children. *Ungraded*, 5: 121-25, March-April 1920.
Shows how New York takes care of its handicapped children.
1515. **Hollingworth, Leta S.** The psychology of subnormal children. New York, The Macmillan company, 1920. xix, 288p. 12°. (Brief course series in education, ed. by Paul Monroe)
A volume designed for the training of teachers of special classes for children who are abnormal in intelligence, in the psychology and education of such children.
1516. **Nelles, Fred C.** The twenty-four hour school. *Journal of delinquency*, 5: 117-27, July 1920.
Provisions for a 24-hour school in California.
1517. **Pearson, P. H.** German schools for gifted pupils. *School life*, 5: 5-6, August 1, 1920.
The discovery and the development of exceptional ability among school pupils is one of the means by which the Germans are now seeking to rehabilitate their country, and to replace the intellectual men who have lost their lives.
1518. The twenty-four hour school. *Survey*, 44: 617-18, August 16, 1920.
Describes the efforts to turn the industrial school for delinquents, at Whittier, Calif., into "a new type of training station located at the crossways between the home and the court."
1519. **Wallin, J. E. W.** The concept of the feeble-minded, especially the moron. *Training school bulletin*, 17: 41-54, May 1920.
Delivered, in substance, before Section H, of the American association for the advancement of science, December 29, 1919.

EDUCATION EXTENSION.

1520. **Bennett, Charles A.** The Boston continuation school. *Manual training magazine*, 21: 329-33, June 1920.
1521. **Bernard, L. L.** Education by correspondence. *School and society*, 12: 31-38, July 10, 1920.
Speaks of the difficulties that have to be overcome in correspondence study. Summing up, the writer says "Correspondence study is at best but a makeshift, a substitute for class instruction; but it is a necessary substitute for many people and its value to the individual and the community in such cases undoubtedly justifies it. Its greatest present need is further standardization in procedure and administration."

1522. **Educational foundations**, vol. 31, no. 10, June 1920. (Continuation schools number)

Contains: 1. W. L. Ttinger: The life career motive in education, p. 583-87. 2. Owen Evans: The Boston continuation school, p. 587-97. 3. R. L. Cooley: The function of the continuation school, p. 598-607. 4. I. D. Cohen: Milwaukee continuation schools, p. 609-11. 5. I. D. Cohen: Chicago continuation schools, p. 613-14. 6. S. W. Rader: The continuation school of St. Louis, p. 614-18.

1523. **Kennedy, Fronde**. Fighting adult illiteracy in North Carolina. South Atlantic quarterly, 19: 189-200, July 1920.

The story of the campaign against illiteracy in North Carolina under the lead of the State Department of education from 1915 to the present.

1524. **Lodor, Elmira**. The continuation girl. Psychological clinic, 13: 202-10, May 15, 1920.

Study based on conditions in the Kensington high school, Philadelphia.

1525. **Williams, C**. The provision of continuation school education. Journal of education and School world (London) 52: 461-63, July 1920.
Conditions in England described.

LIBRARIES AND READING.

1526. **Bostwick, Arthur E**. The socialization of the library. Bookman, 51: 668-73, August 1920.

1527. **Fleury, G. and Godefroy**. Pour une nouvelle organisation des bibliothèques universitaires. Revue internationale de l'enseignement, 40: 212-20, May-June 1920.

1528. **Graves, Frank Pierrepont**. The Maria Hosmer Penniman Memorial library of education. The departmental library of the School of education, University of Pennsylvania. Philadelphia, University of Pennsylvania, 1920. 43p. plates. 12°. (University of Pennsylvania bulletin, vol. 20, no. 15, May 1, 1920)

This bulletin describes the educational library of more than 12,000 bound volumes which was presented by Dr. James Hosmer Penniman to the School of education of the University of Pennsylvania in memory of his mother. The plates of the bulletin present illustrations copied from some of the many rare works comprised in the collection.

1529. **Meyer, Wallace**. Setting books in motion. Survey, 44: 304-5, May 29, 1920.
Work of traveling libraries in rural sections of the United States. Discusses library extension problems. Special activities of Ebbing public library, Minnesota.

1530. **Moses, Montrose J**. Dietary laws of children's books. Bookman, 51: 587-91, July 1920.

1531. **Pence, Raymond W**. A short-story reading list. English journal: 9: 270-83, May 1920.

Selected list of short stories that are of "particular value for plot, for setting, and for characterization."

1532. **Weigle, Luther A**. Developing a taste for good reading. Church school, 1: 22-25, 46, July 1920. illus.

Reading in the home and reading in the school and what constitutes good reading.

1533. **Wood, Harriet**. The public library and the school library—a joint opportunity. Library journal, 45: 631-34, August 1920.

The joint opportunity before the public library and the school library is the library training of the student body in all our schools and colleges.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1534. Civic training through service; by Arthur William Dunn. Washington, 1920. 13p. (Teachers' leaflet no. 8, June 1920)

1535. Further steps in teaching health. Washington, 1920. 20p. illus. (Health education no. 6)

1536. The lunch hour at school; by Katharine A. Fisher. Prepared for the Bureau of education by the Child health organization of America. Washington, 1920. 62p. illus. (Health education no. 7)

1537. Motion-picture films of educational value in the possession of associations and commercial and manufacturing companies. Washington, 1920. 12p. (Extension leaflet no. 2, December 1919)

1538. Opportunities for the study of engineering at American higher institutions. Washington, 1920. 8p. (Higher education circular no. 20, August 1920)

1539. Recreation and rural health. Washington, 1920. 14p. (Teacher's leaflet no. 7, April 1920)

PERIODICALS REPRESENTED IN THIS ISSUE.

- Albany medical annals, 170 Washington Avenue, Albany, N. Y.
 America, 59 East Eighty-third Street, New York, N. Y.
 American architect, 243 West Thirty-ninth Street, New York, N. Y.
 American child, 105 East Twenty-second Street, New York, N. Y.
 American city, 93 Nassau Street, New York, N. Y.
 American journal of nursing, 2419-2421 Greenmount Avenue, Baltimore, Md.
 American journal of sociology, University of Chicago Press, Chicago, Ill.
 American magazine of art, 1741 New York Avenue, Washington, D. C.
 American Oxonian, 18 North Main Street, Concord, N. H.
 American physical education review, 93 Westford Avenue, Springfield, Mass.
 American review of reviews, 30 Irving Place, New York, N. Y.
 American school, P. O. Box 134, Milwaukee, Wis.
 American school board journal, 354 Milwaukee Street, Milwaukee, Wis.
 American schoolmaster, State Normal School, Ypsilanti, Mich.
 Atlantic monthly, 41 Mount Vernon Street, Boston, Mass.
 Bookman, 244 Madison Avenue, New York, N. Y.
 Boston medical and surgical journal, 126 Massachusetts Avenue, Boston, Mass.
 Boston teachers news-letter, Ford Building, Boston, Mass.
 British journal of psychology, London, England.
 Bulletin of high points, Board of Education Building, New York, N. Y.
 Catholic educational review, Washington, D. C.
 Child, London, England.
 Child-welfare magazine, 227 South Sixth Street, Philadelphia, Pa.
 Christian education, 19 South La Salle Street, Chicago, Ill.
 Church school, 150 Fifth Avenue, New York, N. Y.
 Classical journal, University of Chicago Press, Chicago, Ill.
 Colorado school journal, Denver, Colo.
 Columbia alumni news, Columbia University, New York, N. Y.
 Contemporary review, 249 West Thirteenth Street, New York, N. Y.
 Current education, Teachers Publishing Company, Philadelphia, Pa.
 Education, 120 Boylston Street, Boston, Mass.
 Education, Paris, France.
 Educational administration and supervision, Warwick and York, inc., Baltimore, Md.
 Educational foundations, 31-33 East Twenty-seventh Street, New York, N. Y.
 Educational record, 818 Connecticut Avenue, Washington, D. C.
 Educational review, George H. Doran Company, New York, N. Y.
 Elementary school journal, University of Chicago, Chicago, Ill.
 Engineering education, University of Pittsburgh, Pittsburgh, Pa. (F. L. Bishop, editor).
 English journal, University of Chicago Press, Chicago, Ill.
 General science quarterly, Salem, Mass.
 Harvard graduates' magazine, Exchange Building, Boston, Mass.
 High school journal, Chapel Hill, N. C.
 High school quarterly, Athens, Ga.
 Historical outlook, McKinley Publishing Company, Philadelphia, Pa.
 Indiana university alumni quarterly, Indianapolis, Ind.
 Industrial-arts magazine, 129 Michigan Street, Milwaukee, Wis.
 Inter-America, Doubleday, Page and Company, New York, N. Y.
 Inter-mountain educator, Missoula, Mont.
 Journal of applied psychology, Clark University, Worcester, Mass.
 Journal of delinquency, Whittier State School, Whittier, Cal.
 Journal of education, 6 Bacon Street, Boston, Mass.
 Journal of education and School world, London, England.
 Journal of educational psychology, Warwick and York, inc., Baltimore, Md.
 Journal of educational research, Public School Publishing Company, Bloomington, Ill.
 Journal of home economics, 1211 Cathedral Street, Baltimore, Md.
 Journal of international relations, Clark University, Worcester, Mass.
 Journal of the American medical association, 535 North Dearborn Street, Chicago, Ill.
 Journal of the New York state teachers' association, 5 South Water Street, Rochester, N. Y.
 Kindergarten and first grade, Springfield, Mass.
 Library journal, 241 West Thirty-seventh Street, New York, N. Y.
 M. E. A. news-letter, Minneapolis, Minn.
 Manual training magazine, Manual Arts Press, Peoria, Ill.
 Mathematics teacher, 41 North Queen Street, Lancaster, Pa.

- Medical record, 51 Fifth Avenue, New York, N. Y.
 Mercure de France, Paris, France.
 Moderator-topics, Lansing, Mich.
 Modern language journal, 68th and Park Avenue, New York, N. Y.
 Modern medicine, 58 East Washington Street, Chicago, Ill.
 Monatschrift für höhere schulen, Berlin, Germany.
 National Catholic war council bulletin, 1312 Massachusetts Avenue, Washington, D. C.
 National civic federation review, 1 Madison Avenue, New York, N. Y.
 Nineteenth century and after, 249 West Thirtieth Street, New York, N. Y.
 North American review, 171 Madison Avenue, New York, N. Y.
 Ohio educational monthly, 55 East Main Street, Columbus, Ohio.
 Outlook, 287 Fourth Avenue, New York, N. Y.
 Pedagogical seminary, Clark University, Worcester, Mass.
 Pennsylvania school journal, Lancaster, Pa.
 Porto Rico school review, San Juan, Porto Rico.
 Primary education, 50 Bromfield Street, Boston, Mass.
 Princeton alumni weekly, Princeton, N. J.
 Psychological clinic, Woodland Avenue and Thirty-sixth Street, Philadelphia, Pa.
 Psychological review, Princeton, N. J.
 Quarterly journal of speech education, Menasha, Wis.
 Quarterly journal of the University of North Dakota, University, N. Dak.
 Red cross magazine, 124 East Twenty-eighth Street, New York, N. Y.
 Religious education, 1440 East Fifty-seventh Street, Chicago, Ill.
 Revue internationale de l'enseignement, Paris, France.
 Revue pédagogique, Paris, France.
 Revue universitaire, Paris, France.
 Rivista pedagogica, Rome, Italy.
 School and home, Ethical Culture School, New York, N. Y.
 School and home education, Bloomington, Ill.
 School and society, The Science Press, Garrison, N. Y.
 School life, Bureau of Education, Washington, D. C.
 School music, Keokuk, Iowa.
 School news and practical educator, Taylorville, Ill.
 School review, University of Chicago, Chicago, Ill.
 School science and mathematics, Mount Morris, Ill.
 Scientific monthly, The Science Press, Garrison, N. Y.
 Sierra educational news, San Francisco, Cal.
 Social hygiene, 105 West Fortieth Street, New York, N. Y.
 South Atlantic quarterly, Trinity College, Durham, N. C.
 Southern textile bulletin, Charlotte, N. C.
 Survey, 112 East Nineteenth Street, New York, N. Y.
 Teachers college record, Teachers College, Columbia University, New York, N. Y.
 Teaching, Kansas State Normal School, Emporia, Kans.
 Trained nurse and hospital review, 38-40 West Thirty-second Street, New York, N. Y.
 Training school bulletin, Vineland, N. J.
 Ungraded, 500 Park Avenue, New York, N. Y.
 Virginia teacher, Harrisonburg, Va.
 Visual education, 327 South La Salle Street, Chicago, Ill.
 Vocational summary, Federal Board for Vocational Education, Washington, D. C.
 Volta review, Volta Bureau, Washington, D. C.
 World's work, Doubleday, Page & Co., Garden City, N. Y.
 Yale review, Yale Station, New Haven, Conn.
 Zeitschrift für schulgesundheitspflege, Leipzig, Germany.

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1920, No. 32

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

OCTOBER, 1920



WASHINGTON
GOVERNMENT PRINTING OFFICE
1920

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—School administration—School management—Schoolhouses and grounds—School hygiene and sanitation—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral and religious education—Manual and vocational training—Vocational guidance—Agricultural education; Home economics—Commercial education—Professional education—Civie education—Americanization—Education of soldiers—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1540. [Papers presented at an educational conference held in Melbourne, Australia, April 15-16, 1920]. Parents' review, 31: 637-64, September 1920.

Contains: 1. H. A. Woodruff: The aim of education, p. 638-44. 2. Mrs. T. & B. Weigall: On the place of art in a liberal education, p. 644-48. 3. Frank Tate: Parents' national educational union. Some aspects of the new education act for England and Wales, p. 648-51. 4. D. Avery: Cultural value of science. p. 651-64.

1541. **Progressive education association.** [Proceedings.] Convention, April 9-10, 1920, at Washington, D. C. 48 p. 8°. (Bulletin no. 2) (Stanwood Cobb, secretary, 1607 Irving St., Washington, D. C.)

Contains: 1. F. F. Bunker: Reaction of the public schools to progressive education, p. 2-7. 2. Marietta L. Johnson: The school and the child, p. 7-16. 3. Bernard Lentz: Progressive methods in use in army schools, p. 16-19. 4. F. D. Slutz: The Moraine Park school and the progressive movement in the west, p. 19-25. 5. P. K. Miller: The sunrise zone between public schools and industry p. 25-29. 6. Angelo Patri: Progressive education in a public school, p. 29-42.

1542. **South Dakota educational association.** Proceedings of the thirty-seventh annual session . . . held at Mitchell, November 24-26, 1919. Aberdeen, S. Dak. [1920?] 288 p. 8°. (A. H. Seymour, secretary, Aberdeen, S. Dak.).

Contains: 1. C. H. Judd: American and European schools, p. 31-39. 2. F. L. Shaw: A brief statement of some educational conditions in the United States and South Dakota, p. 46-53. 3. G. A. Works: The farmer and education in democracy, p. 54-59. 4. C. H. Judd: Education for citizenship, p. 68-75. 5. W. N. Van Camp: The ultimate solution of fire prevention is the child, p. 81-88. 6. Henrietta Calvin: Home economics, p. 91-95. 7. W. A. Cook: The motivation of the teaching force, p. 103-109. 8. H. C. Souder: Professional growth in service, p. 109-15. 9. G. M. Smith: The preparation of high school teachers by the colleges, p. 120-26. 10. N. E. Helderman: Measuring ability and correcting defects in reading, p. 130-36. 11. W. F. Bruell: The educational survey—its hope and scope, p. 151-56. 12. Ruth Goodrich: How to direct the student's reading interest, p. 169-72. 13. W. A. Cook: School hygiene from the administrative standpoint, p. 213-21.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1543. **Gasquet, Francis Aldan, Cardinal.** A history of the venerable English college, Rome; an account of its origins and work from the earliest times to the present day. London, Longmans, Green and co., 1920. 291 p. front., plates. 8°.

1544. **Quarterly of the Oregon historical society**, vol. 21, no. 2, June 1920.

Contains: 1. Read Bain: Educational plans and efforts by Methodists in Oregon to 1820, p. 63-94. 2. J. C. Almack: History of Oregon normal schools, p. 95-169.

1545. **Snider, Denton J.** The St. Louis movement in philosophy, literature, education, psychology. with chapters of autobiography. St. Louis, Mo., Sigma publishing co., 1920. 608 p. 12°.

The writer was present at the event which formed the starting-point of the St. Louis movement—the formation of the St. Louis Philosophical society in January, 1866, with Henry C. Brockmeyer as president and William T. Harris as secretary. This history of the movement is dedicated by Mr. Snider to these two men, his life-long friends and associates.

1546. **Woody, Thomas.** Early Quaker education in Pennsylvania. New York city, Teachers college, Columbia university, 1920. 3 p. l., 287 p. front. (map) diagr. 8°. (Teachers college, Columbia university. Contributions to education, no. 105).

Published also as thesis (Ph. D.) Columbia university, 1918.

Bibliography: p. 272-82.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

1547. **Barnes, Walter.** The school at Feathertown. Education, 41: 46-52, September 1920.

A satire on the modern school.

1548. **Cary, Charles P.** The Ayres report on Wisconsin schools. Wisconsin journal of education, 52: 219-22, September 1920.

The State superintendent of public instruction of Wisconsin discusses the rating given Wisconsin schools in An index number for state school systems, by Col. L. P. Ayres, of the Russell Sage foundation, New York.

1549. **Peters, R. F.** The effects of the war on the public schools. Kentucky high school quarterly, 3: 30-42, July 1920.

The material in this article was gathered from some 150 city superintendents' annual reports for the period 1915-1920. Notes changes in respect to the following points: Americanization progress; Effects of attendance; Curriculum changes; General organization; Teachers' salaries; Depletion of men teachers; and War work.

1550. **Stuttgart, Ark. Board of education.** What the Stuttgart school offers its boys and girls . . . Stuttgart, Ark., 1920. 32 p. illus. 8°.

A school system endeavoring to develop the whole individual, mentally, physically, socially. An illustrated outline of the opportunities presented by a work-study-play program. The efforts of a community to educate all of the children of all of the people by emphasizing "thinking and doing" as well as mere "knowing."

1551. **Virginia. Education commission.** Virginia public schools; a survey of a Southern state public school system. By the Virginia education commission and the Virginia survey staff. Part one—Reports of Education commission and Survey staff. Yonkers-on-Hudson, N. Y., World book company, 1920. 400 p. plates, tables, diagrs. 12°. (Educational survey series, vol. VII.)

The first volume of this series contains the report of field work on all phases of public education. Part II, to be published later, will be devoted to the report of the Survey staff's division of tests and measurements.

1552. **Wilson, H. B.** Progress in city schools. *Journal of education*, 92: 199-201, September 9, 1920.

Some recent signs of progress and development in public education.

FOREIGN COUNTRIES.

1553. **Chalard, J.** La République allemande au travail. *École du travail*, 2: lx-lxiv, August 1920.

Shows how Germany is proceeding to rehabilitate herself industrially and commercially. This reconstruction is based on a thorough system of education.

1554. **Hoesch, Oskar.** Die philosophie und wir. *Monatschrift für höhere schulen*, 19: 236-51, June 1920.

Deals with the present situation of philosophy in Germany, and with pedagogy as a philosophical science.

1555. **Lajpat Rai.** The problem of national education in India. London, George Allen & Unwin Ltd. [1920] 256 p. 12°.

1556. **Man, Henry de.** How Belgian labor is educating itself. *Survey*, 44: 667-70, September 1, 1920.

An account of the schools for laboring people administered by the Belgian Central board for workers' education. This school system is divided into three degrees—the elementary local schools, the district schools, and the higher, national schools.

1557. **Nüchter, F.** Praktiker der demokratie. *Allgemeine deutsche lehrerzeitung*, 49: 257-61, May 28, 1920.

This article draws some lessons in school administration for the new German democracy from the results of democratic experience in the United States. The writer presents in translation a lengthy quotation from Chancellor's Our schools, their administration and supervision, as showing American ideals in school administration. He also refers to Dutton and Snedden's Administration of public education in the United States.

1558. **Poliakoff, Vladimir.** Leninism: Destroying culture in Russia. *Nineteenth century and after*, 88: 209-16, August 1920.

1559. **Trueman, George J.** School funds in the province of Quebec. New York city, Teachers college, Columbia university, 1920. 154 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 106.)

EDUCATIONAL THEORY AND PRACTICE.

1560. **Colozza, G. A.** Artificio e artifiziosità nell'educazione. *Rivista pedagogica*, 13: 221-53, May-June 1920.

1561. **Frey, Charles N.** Education for democracy. *Education*, 41: 1-9, September 1920.

1562. **Greene, William Chase.** *Pedagogues as propagandists?* Weekly review, 3: 245-46, September 22, 1920.
A scheme to train a new generation of Americans to think first of quality rather than of quantity.
1563. **O'Shea, M. V.** *First steps in child training.* Chicago, Frederick J. Drake & co. [1920] 284 p. front. 12°. (The parent's library)
"Books on child training": p. 269-74.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1564. **Bennett, G. Martin and Bennett, Margaret.** *The first five years of a child's life.* London, George G. Harrap & co., ltd., [1920] 127 p. 16°.
1565. **Brown, George A.** *How teach children to think.* School and home education, 40: 6-10, September 1920.
1566. **Godin, Paul.** *Growth during school age; its application to education.* Tr. by Samuel L. Eby. Boston, Richard G. Badger [1920] 268 p. charts. 8°. A new English version of a standard French work on adolescence.
1567. **O'Shea, M. V.** *Faults of childhood and youth.* Chicago, F. J. Drake & co. [1920] 286 p. 12°. One of a series of four volumes prepared for the Parent's library. "The aim throughout each and all of these books has been to make the discussion intelligible and practical by presenting typical traits of childhood, as exhibited in the ordinary situations of daily life, and then endeavoring to explain these traits and to indicate how they should be dealt with when they are not in accord with the requirements of life in the home, in the school, and in the community."
1568. **Rogers, Agnes L.** *The message of educational psychology to parents and teachers.* American education, 24: 12-20, September 1920.
A study of retardation, especially in Baltimore, and the necessity for a department of research as an essential part of the public school system.
1569. **Rouma, Georges.** *El desarrollo físico del escolar cubano: sus curvas normales del crecimiento. (Estudio de antropometría pedagógica.)* Habana, Casa editorial Jorge Morlón, 1920. 133 p. illus., graphs, tables. 4°.
1570. **Stern, William.** *Die menschliche Persönlichkeit und ihr psychisches leben.* Zeitschrift für pädagogische psychologie und experimentelle pädagogik, 21: 1-23, January 1920.
This paper forms the third chapter of a book which is to appear under the title of "Psychologie und schule." A development and grounding of the author's theory of personality is given in his book entitled "Die menschliche Persönlichkeit."
1571. **Strecker, Edward A.** *Physical factors in mental retardation.* Journal of the American medical association, 75: 659-61, September 4, 1920.

EDUCATIONAL TESTS AND MEASUREMENTS.

1572. **Bailey, Pearce and Haber, Roy.** *Mental deficiency: its frequency and characteristics in the United States as determined by the examination of recruits.* Mental hygiene, 4: 564-96, July 1920.
Clinical and statistical data obtained from detailed reports submitted by the neuropsychiatric officers to the Surgeon general's office.
1573. **Ferguson, George O., jr.** *A series of form boards.* Journal of experimental psychology, 3: 47-58, February 1920.
Method of testing mentality. Gives results of tests in public elementary schools of Williamsburg, Va., the high school of Hamilton, N. Y., and on students of Colgate university.
1574. **Glass, James M.** *Classification of pupils in ability groups.* School review, 28: 495-508, September 1920.
An account of tests made in the Washington junior high school, Rochester, N. Y.

1575. **Illinois. University.** Report of the high school visitor . . . for the year 1919-20. Urbana, Pub. by the University of Illinois, 1920. 68 p. 8°. (University of Illinois bulletin, vol. 17, no. 25, February 16, 1920)
Contains A test of English composition in Illinois high schools, p. 43-63.
1576. **National intelligence tests.** Manual of directions for use with scale A, form 1, and scale B, form 1. Prepared under the auspices of the National research council by M. E. Haggerty, L. M. Terman, E. L. Thorndike, G. M. Whipple, and R. M. Yerkes, chairman. Yonkers-on-Hudson, N. Y., World book company, 1920. 32 p. 12°. Accompanied by scales and keys for the various tests.
These are the Army mental tests adapted for use in schools. The National intelligence tests are designed to test the general intelligence of children between the ages of 7 and 18 years (grades 3 to 8).
1577. **Sansom, C.** Measuring intelligence in the United States. School (Toronto) 9: 34-38, September 1920.
A Canadian view of the use of intelligence tests in the United States.

SPECIAL METHODS OF INSTRUCTION.

EDUCATIONAL WORK OF MUSEUMS.

1578. **Finley, John H.** "Enoch's pillars." The relation of art museums to education. School, 31: 629, 631, August 26, 1920.
An address given on May 18, 1920, at the exercises commemorating the fiftieth anniversary of the founding of the Metropolitan museum of art.
1579. **Horton, Anna V.** Art education for public schools through a city museum. School-arts magazine, 20: 14-20, September 1920.
The co-operation of the public schools and the Cleveland Museum of art.
1580. **Sherwood, George H.** Free nature education by the American museum of natural history in public schools and colleges; history and status of museum instruction and its extension to the schools of greater New York and vicinity. With a foreword by Henry Fairfield Osborn. New York city, 1920. 59 p. front., plates, fold. col. map. 8°. (Miscellaneous publications of the American museum of natural history, no. 13)

PROJECT METHOD.

1581. **Johansen, Fannie O.** Projects in action English. Socialized recitations in composition and grammar. Boston, Richard G. Badger [1920] 207 p. 8°. In this original method of teaching English grammar, pupils singly, or in groups, present some action, usually a very simple one, before the class. Then the pupils make original sentences of various types based upon this action, and readily learn the principles of grammar and composition.
1582. **Rusk, Rogers D.** Project science and the physics method. Education, 41: 58-63, September 1920.
1583. **Spanton, W. T.** The home project method of instruction in vocational agriculture. Ohio teacher, 41: 12-15, September 1920.
1584. **Whitney, H. J.** Project teaching of manual training. Manual training magazine, 22: 57-61, September 1920.

VISUAL INSTRUCTION.

1585. **Duffey, William R.** Visual instruction in the University of Texas. Educational film magazine, 4: 6, 24, September 1920.
1586. **Macleod, Annie Louise.** Motion pictures in the teaching of chemistry. Educational film magazine, 4: 7-9, September 1920.
Pedagogical and practical advantages offered by the film method.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

1587. **Armas, María Josefa de.** Los nuevos metodos para enseñar a leer: su estudio critico. Revista de instrucción pública (Habana) 2: 447-505, November-December 1919.
A thesis for the degree of doctor in pedagogy.

LITERATURE.

1588. **Bamesberger, Velda C.** Standard requirements for memorizing literary material. Urbana, The University of Illinois, 1920. 93 p. tables. 8°. (University of Illinois bulletin, vol. xvii, no. 26. Bureau of educational research. Bulletin no. 3)
"Bibliographies": p. 87-93.
1589. **Carruth, William Herbert.** The status of comparative literature. School and society, 12: 218-23, September 18, 1920.
1590. **Richards, E. B.** Studying literature for service. Education, 41: 10-19, September 1920.
Author is specialist in English, New York State Education department, Albany, N. Y. The paper deals with the development of the appreciation and understanding of literature by high school pupils.
1591. **Smith, Milton M.** Local-coloring Shakespeare. Virginia teacher, 1: 173-79, August 1920.
Some suggestions for teaching Shakespeare. What we can do to make his plays live.

ENGLISH AND COMPOSITION.

1592. **Clark, Mary Emily.** What is wrong with our English teaching? Normal instructor and primary plans, 29: 21-22, 70-72, September 1920.
Speaks of the common mistakes in English found in the high school which have not been overcome in the grades. Some suggestions for improving the teaching of English in the grades.
1593. **Grant, Emma B.** The responsibility for English speech in the kindergarten-primary period. Kindergarten and first grade, 5: 269-70, 316-19, September, October, 1920.
1594. **Rice, Anna L.** The dictionary habit. Journal of education, 92: 208-209, September 9, 1920.
Shows the necessity for training pupils in the use of the dictionary.

ANCIENT CLASSICS.

1595. **Houston, Percy H.** The case for the humanist. North American review, 212: 355-61, September 1920.
A reply to the criticisms of Dr. Eliot and Abraham Flexner on humanistic studies. But the writer is also critical of the conventionalized curriculum and formal methods of instructing in the colleges and universities; the "hardened scholasticism" of the schools. He presents the outlines of a constructive program.

MATHEMATICS.

1596. **Reeve, W. D.** General mathematics for the high school: its purpose and content. Educational administration and supervision, 6: 258-73, May-June 1920.
An address delivered at the Conference of principals and superintendents of the Minnesota educational association at the University of Minnesota, April 1920.

THRIFT.

1597. **Davis, Frank G.** A school bank. School and society, 12: 230-32, September 18, 1920.
Tells of the Kennard Savings Society established in the Kennard Junior High School in Cleveland, Ohio. Shows how the project reaches all departments in the school.

KINDERGARTEN AND PRIMARY SCHOOL.

1598. **Abbot, Julia Wade.** The kindergarten situation today. Kindergarten and first grade, 5: 275-77, September 1920.
Address given before the International kindergarten union, Topeka, Kans.
1599. **Cortright, E. Everett.** Fundamentals in primary education. Normal instructor and primary plans, 29: 29, 77, 79, September 1920.
1600. **Hosic, James Fleming.** For democracy—through democracy. Kindergarten and first grade, 5: 265-68, September 1920.
Address given before the International kindergarten union, Topeka, Kans.
Says that children can be most effectively trained for full and responsible participation in all phases of our democratic life through experience. The children themselves must freely and intelligently participate in common purposes carried out in accordance with plans which they have helped to form.
1601. **Radice, Sheila.** The new children; talks with Dr. Maria Montessori. New York, F. A. Stokes co. [1920] xv, 168 p. illus. 12°.
Also published in London, England, by Hodder and Stoughton.

RURAL EDUCATION.

1602. **National country life conference.** Rural health. Proceedings of the second National country life conference, Chicago, 1919. 242p. 8°. (Charles J. Galpin, executive secretary, Washington, D. C.)
Contains: 1. G. E. Vincent: Better health for rural communities, p. 13-30. 2. Amalia M. Bengtson: An adventure in rural health service, p. 44-50. 3. Mabel Carney: The schools and rural health, p. 107-10. 4. E. C. Lindeman: Report of committee on recreation, p. 118-33; Discussion, p. 133-36. 5. Report regarding proposed manual of suggestions for rural social work, p. 178-86.
1603. **Calhoun, J. T.** Consolidated schools. Jackson, Miss., State superintendent of education, 1920. 38 p. illus. 8°. (Mississippi. Department of education. Bulletin no. 17)
Consolidation in Mississippi.
1604. **Crawford, B. P.** [Consolidation of schools] Nebraska farmer, 62: 3-4, July 24; 14-15, July 24; 5-6, September 4; 14, 45-46, September 11, 1920. illus.
The first and second articles deal with consolidation in Indiana, the third and fourth articles with consolidation in Ohio.
1605. ———. Country schools that are making good. School and home education, 40: 17-20, September 1920.
From an address before the Department of rural education, National education association, Salt Lake City, July 6, 1920.
The consolidation of schools and some things that have been accomplished in handling the rural school problem.
1606. **Davis, E. E.** The twentieth century rural school. Indianapolis, The Bobbs-Merrill company [1920] 242 p. 12°.
1607. **Lathrop, Edith A.** Honors for improved rural schools. School life, 5: 13-14, September 15, 1920.
Rewarding excellence in rural schools by cash prizes and by special distinctions. Improving rural schools by standardization.
1608. ———. Improving rural schools by standardization. American school board journal, 61: 33-34, September 1920.
History of the movement, the administration of standardization, results, dangers, etc.
1609. **MacAdam, George.** The art of the "helping teacher." World's work, 40: 516-20, September 1920.
A practical cure for the defects of the one-room, one-teacher school. A new device used in New Jersey—a small corps of women who are known as helping teachers. They are said by Calvin N. Kendall, commissioner of education of New Jersey, to have increased the efficiency of rural schools in that state 100 per cent.

1610. **Shriber, J. H.** Transportation of school children in Colorado. Ft. Collins, Col., Colorado agricultural college [1920] 54 p. illus. 8°. (Colorado agricultural college bulletin, ser. xx., no. 8. Rural life betterment series, no. 4)

SECONDARY EDUCATION.

1611. **Douglass, H. R.** The junior high school and the small town. Oregon teachers monthly, 25: 31-35, September 1920.

The reasons for the slow spread of the junior high school in the small town and some of its possibilities in the small town.

1612. **Gerriah, William Churchill.** Democracy and the private preparatory schools. School and society, 12: 157-59, September 4, 1920.

Says, in conclusion, that our private schools which are preparing boys for college, especially those in the East, are pitifully ignorant or woefully neglectful of those powers of mind which a new era is demanding of its coming citizens.

NORMAL TRAINING.

1613. **Zook, George F.** The Harvard graduate school of education for training teachers and to provide for original investigation. School life, 5: 3-4, September 15, 1920.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

1614. **Baker, George M.** The artist teacher. Kentucky high school quarterly, 6: 1-15, July 1920.

Discusses the characteristics of the artist teacher.

1615. **Burgess, W. Randolph.** Four censuses of teachers' salaries. American school board journal, 61: 27-28, September 1920.

Some comparisons of the amounts and the distribution of salaries over a period of thirty years with a view to discovering what changes are taking place.

1616. **Claxton, Philander P.** Adequate pay for teachers. School life, 5: 3-4, August 15, 1920.

Abridged from an address made before the National education association.

1617. **Cleveland, Ohio.** Board of education. Salary schedules of the Cleveland public schools. [Adopted May 24, 1920] Cleveland, O., Board of education, 1920. 15 p. 12°. (Bulletin no. 23)

One of a series of bulletins on What Cleveland's public schools are doing. Gives qualifications and conditions of employment of teachers, principals, supervisors and assistant superintendents.

1618. **Coney, Charlotte.** The social isolation of the teacher. School and home education, 40: 14-17, September 1920.

The conditions of the teacher's isolation, the causes and the remedies.

1619. **Cook, Katherine M.** Certification by examination—the open door to the teaching profession. American school board journal, 61: 29-30, 119, July 1920.

The present situation in regard to licensing teachers, the inadequacy of the examination as a test of teaching ability, and the necessity for raising the requirements for certification.

1620. **Evans, John M.** Must spend more money for teaching. Thus only can we be sure that our children will receive the kind of education necessary for their success. School life, 5: 1-2, 9, September 1, 1920.

An address delivered in the House of Representatives by Hon. John M. Evans, member of Congress from Montana.

1621. **Faulkner, O. E.** Why not teach? Educational administration and supervision, 6: 294-97, May-June 1920.

Gives many reasons why qualified young people should teach, first, viewed from the standpoint of personal advantage and then from the standpoint of personal service.

1622. **Ferguson, James.** Improving the tenure of teachers. American school board journal, 61: 35-36, September 1920.

1623. **Finegan, Thomas E.** The American federation of teachers. School bulletin, 46: 222-24, August 1920.

Also with comments in Educational review, 60: 164-67, September 1920.

Opinion of Superintendent of public instruction of Pennsylvania, given July 27, 1920, concerning the teachers of Lancaster, Pa. Supt. Finegan thinks that the teachers who affiliated with the American federation of labor disqualified themselves for service in the public schools, as their connection with one class in society rendered them incapable of teaching impartially the children of all classes.

1624. **Griffin, B. F.** Undermining the foundations, a Wall street sermon. American school, 6: 139-40, May 1920.

From the Wall Street Journal.

The question of undermining the foundations of our society through the failure in the supply of well-qualified and properly selected teachers. Discusses the lack of suitable pay, etc.

1625. **Hunter, Fred M.** The place of voluntary teachers' organizations in school administration. Educational administration and supervision, 6: 241-45, May-June 1920.

The importance of teachers' organizations and their active participation in establishing the policies of the schools.

1626. **Kellogg, Vernon.** The fate of the nation. North American review, 212: 301-7, September 1920.

A dissertation on teachers' salaries, and the shortage of teachers.

1627. **Kent, Raymond A.** An experiment in salary schedule administration, with special reference to teacher rating. Educational administration and supervision, 6: 246-57, May-June 1920.

Tells of a plan worked out for the schools of Lawrence, Kans., its operation and results.

1628. **Miller, Clyde B.** Teachers' salaries openly arrived at. Survey, 44: 704-705, September 15, 1920.

Cleveland's new salary schedule and the manner in which the teachers were taken into partnership in the task of making wage adjustments.

1629. **Seerley, Homer H.** Recruiting the teaching profession. Education, 41: 20-28, September 1920.

Also in American school, 6: 136-37, 149, 151, May 1920.

1630. **Swift, Fletcher Harper.** Teachers' professional degrees. Educational review, 60: 136-46, September 1920.

Also with slight variations, under title of Teachers' degrees, in the Times (London) Educational supplement, 10: 437, August 12, 1920.

A history and discussion of the various academic degrees granted to teachers.

1631. [Unionization of teachers—a symposium] Educational review; 60: 91-135, September 1920.

CONTENTS.—1. W. C. Curtis: Unionization from the standpoint of a university teacher, p. 91-105. 2. A. O. Lovejoy: Teachers and trade-unions, p. 106-19. 3. C. B. Stillman: The American federation of teachers, p. 120-28. 4. J. E. Russell: Organization of teachers, p. 129-35.

Article 1 favors the unionization of teachers, while article 2 opposes it. Article no. 3, by the president of the American federation of teachers, presents the point of view of his organization. Article 4, which is a summary of an address given at a mass meeting of students in education, summer session, 1919, Columbia university, suggests a platform for an independent organization of American teachers.

HIGHER EDUCATION.

1632. **Capen, Samuel P.** The new task of the colleges. School and society, 12: 145-53, September 4, 1920.

Address delivered at the semi-centennial of Buchtel College of the Municipal University of Akron, June 16, 1920.

The college of liberal arts and suggestions for recasting its curriculum so that it may get square with the times.

1633. **The commercial value of college training.** National association of corporation training bulletin, 7: 395-414, September 1920.

The opinions of executives of industrial and commercial organizations on the commercial value of college training.

1634. **Hedges, M. H.** The teacher's real dilemma. Nation, 3:214-15, August 21, 1920.

Says that the dilemma that confronts the college teacher is the fact that society, which is organized on a materialistic basis, has committed an idealistic enterprise into his hands. The curriculum is so clogged that the great mass of information concerning social good can not "be set flowing free into the student's mind."

1635. **Hudson, Jay William.** The college and new America. Foreword by Henry Suzzallo. New York, London, D. Appleton and company, 1920. xi, 202 p. 12°.

Author says the college has an important part to perform in the social reconstruction following the war. In view of this duty, the academic mind should discard mere abstractions, and recognize and assume its social responsibilities.

1636. **Thwing, Charles F.** Four eminent college presidents retiring from office. Weekly review, 3: 210-11, September 8, 1920.

A characterization of President Schurman of Cornell, Provost Smith of Pennsylvania, President Hall of Clark, and President Dabney of the University of Cincinnati.

SCHOOL ADMINISTRATION.

1637. **Brewer, John M.** A prerequisite to democratic methods in school administration. School and society, 12: 152-57, September 4, 1920.

"According to the plan proposed in this paper, authority and responsibility for adopted policies rest upon the teaching body (under the parliamentary leadership of principal or superintendent), and authority together with responsibility for executing these policies is concentrated in the hands of the executive of the school or school system, that is, the principal or superintendent."

1638. **Cook, Henry B. M.** Standardization of school accounts and school statistics. American school board journal, 61: 43-45, 115, July 1920.

Address before the National association of school accounting and business officials, Minneapolis, May 19, 1920.

1639. **Guthrie, William D.** The Federal government and education. Letter to His Grace, Most Rev. Archbishop Hayes. Columbus, Ohio, Catholic educational association, 1920. 13 p. 8°. (Catholic educational association bulletin, vol. 16, no. 4, August 1920.)

Mr. Guthrie of the New York Bar discusses the Smith-Towner bill and the governmental policy it seeks to establish. Recommends that the Catholic educational association place itself on record as opposing the Smith-Towner bill.

1640. **Hood, William R.** State boards are variously chosen. School life, 5: 5-6, September 15, 1920.

Composition of state boards of education.

1641. **Taber, C. W.** The publishers' point of view concerning the method of selecting textbooks. American school board journal, 61: 29-31, 99-100, September 1920.

Read July 7, 1920, at Salt Lake City at the fifty-eighth annual convention of the National education association.

SCHOOL MANAGEMENT.

1642. **Bonser, Frederick Gordon.** The elementary school curriculum. New York, The Macmillan company, 1920. xvi, 466 p. 12°.

The content of the curriculum is the chief topic of this book, but there are necessarily some references to method, including considerable attention to projects. The final chapter of the book tells how it may be practically applied in improving curricula.

1643. **Doughton, Isaac.** Elimination of pupils in a small city. American school board journal, 61: 42-44, September 1920.

A long term study of elimination in a single system. Part I of a study of elimination in Phoenixville, Pa.

1644. **Holsinger, C. K.** Teachers' inaccuracies in marking papers. Virginia teacher, 1: 179-82, August 1920.

Results of an experiment in marking examination papers, showing that teachers can not mark papers accurately.

1645. **Patri, Angelo.** The first day in school. Red cross magazine, 16: 12-15, 66, September 1920. illus.

Practical and helpful suggestions for the parents in preparing their children for their first day at school.

1646. **Stewart, John L.** Uniformity of teachers' marks versus variability. School review, 28: 529-33, September 1920.

Describes an effort made by the faculty of the high school of Parkersburg, W. Va., to discover and to rectify wide variations in marking. Illustrated by graphs.

SCHOOLHOUSES AND GROUNDS.

1647. **Burgess, W. Randolph.** Fluctuations in school building costs. School life, 5: 11-12, August 15, 1920.

Read before the Department of school administration, National education association, July 1920.

Costs have advanced a hundred times since 1820—three times since 1915.

1648. **Dresslar, F. B.** Report on the Rosenwald school buildings. Nashville, Tenn., The Julius Rosenwald fund [1920] 81 p. illus. 8°.

Mr. Julius Rosenwald placed in the hands of the late Dr. Booker T. Washington a sum of money sufficient to make an experiment in school building in six rural communities of Alabama. The experiment was so successful that at the present time Mr. Rosenwald is providing a budget of something like \$140,000 a year for the building of rural schools for Negroes in eleven Southern States.

1649. **Milligan, R. M.** The school board, the architect and the builder. American school board journal, 61: 37-40, 95, 97, September 1920.

Read before the National association of school accounting and business officials, May 8, 1920. Relationships of the school board, the architect and the builder.

1650. **Strayer, G. D. and Engelhardt, N. L.** Score card for city school buildings. New York city, Teachers college, Columbia university, 1920. 45 p. 8°. (Teachers college bulletin, no. 10, 11th series, January 17, 1920)

SCHOOL HYGIENE AND SANITATION.

1651. **Childs, L. W.** Adenoids and arithmetic. Cleveland, O., Board of education, 1920. 16 p. illus. 12°. (Cleveland, Ohio. Board of education. Bulletin no. 1)

One of a series of bulletins on What Cleveland's public schools are doing. Tells of the work of the department of medical inspection, school nurses, dental clinics, open air schools, schools for the crippled, and dispensaries.

1652. **Grier, N. M.** Concerning the present day status and the future of public school physiology. Public health (Lansing, Mich.), 8: 312-18, August 1920.

1653. **Meredith, Florence L.** School health. Oklahoma school herald, 28: 5-7, September 1920.

Some suggestions for giving health education in the schools.

1654. **Shaw, Henry Larned Keith.** Preventing decay in children's teeth. Mother and child, 1: 113-17, October 1920. illus.

1655. **Wood, Mrs. Ira Couch.** Nutrition classes in Chicago high schools. Mother and child, 1: 127-36, October 1920.

Shows how the work in the nutrition classes is conducted and some of the results obtained.

PHYSICAL TRAINING.

1656. **Bear, Beatrice E.** The British system of physical education; a textbook for teachers. With foreword by Sir James Crichton-Browne. London, G. Bell and sons, ltd., 1920. xii, 128 p. illus. 8°.

PLAY AND RECREATION.

1657. **Hayward, F. H.** A first book of school celebrations. London, P. S. King & son., ltd., 1920. 167 p. 8°.
1658. **Watson, Foster.** The significance of leisure. Contemporary review, 118: 238-45, August 1920.

True leisure, according to this article, is the thoughtful, contemplative, reflective attitude towards work and life. The adoption of this attitude would not mean less valuable but more valuable work.

SOCIAL ASPECTS OF EDUCATION.

1659. **Paton, Stewart.** Democracy's opportunity. Scientific monthly, 11: 254-62, September 1920.

The importance of the study and teaching of eugenics.

1660. **Sims, Newell Leroy, comp.** The rural community, ancient and modern. New York, Chicago [etc.] Charles Scribner's sons [1920] xxiii, 916 p. 8°.

A compilation of standard material on the rural community, designed for both the college student and the general reader. In classroom work, the volume is adapted to serve as a basis for the study of rural sociology by means of the case system.

CHILD WELFARE.

1661. **U. S. Children's bureau.** Child-welfare programs. Study outlines for the use of clubs and classes. Washington, Government printing office, 1920. 35 p. 8°. (Publication no. 73. Children's year follow-up series no. 7).

MORAL AND RELIGIOUS EDUCATION.

1662. **Braley, E. F.** 'Sir Hobbard de Hoy'; the religious education of the adolescent. London, Macmillan and co., limited, 1920. viii, 153 p. 12°.
1663. **Hannan, F. Watson.** The Sunday school an evangelistic opportunity. New York, Cincinnati, The Methodist book concern [1920] 138 p. 16°.

MANUAL AND VOCATIONAL TRAINING.

1664. **National association of corporation schools.** Seventh annual proceedings. Addresses, reports, bibliographies and discussions . . . Chicago, Ill., June 2-6, 1919. 823 p. 8°. (Lee Galloway, secretary, New York University, New York, N. Y.)

Contains: 1. Committee on executive training, p. 65-101. 2. Committee on technical training, p. 105-48. 3. Committee on organization and administration, p. 151-231. 4. Committee on marketing, p. 235-78. 5. Committee on trade apprenticeship, p. 279-324. 6. Committee on employment, p. 327-458. 7. Committee on unskilled labor and Americanization, p. 461-527. 8. Committee on continuation schools, p. 531-60. 9. Committee on public education, p. 563-601. 10. Committee on methods of instruction, p. 605-84. 11. Committee on office work training, p. 687-724. 12. Committee on health education, p. 727-64.

1665. **Brewer, John M.** Summary of conclusions in vocational education. *Education*, 41: 53-57, September 1920.

A summary of conclusions in regard to principles and practice of vocational education, prepared by a class of graduate students in Harvard university at the end of their course in the subject in June 1920.

1666. **Bryan, Enoch A.** Vocational responsibility. *Journal of education*, 92: 171-72, September 2, 1920.

Some suggestions for carrying on vocational work in the public schools in order that proper returns may be obtained.

1667. **Ericson, E. E.** A solution of the "high cost of lumber" problem for high school carpentry work. *Manual training magazine*, 22: 61-69, September 1920.

1668. **Fitzpatrick, Edward A.** Labor and education in Wisconsin. *Schools & people*, 2: 4-6, August-September, 1920.

1669. **Mallory, Benjamin E.** The foreman—his training and education. *Annals of the American academy of political and social science*, 91: 121-26, September 1920.

1670. **Payne, Arthur Frank.** The measuring of trade knowledge and trade skill. *Industrial-arts magazine*, 9: 379-81, October 1920.

Gives four types of trade tests.

1671. **Simpson, Lucie.** Vocational education in America. *Fortnightly review*, 108: 290-300, August 1920.

Comments on the present dominance of the vocational ideal in American education.

1672. **Van Gaasbeek, Richard M.** An example of efficient vocational education. *Industrial-arts magazine*, 9: 389-92, October 1920. illus.

Vocational education at the School of science and technology, Pratt institute, Brooklyn, N. Y.

VOCATIONAL GUIDANCE.

1673. **Crathorne, A. B.** Change of mind between high school and college as to life work. *Educational administration and supervision*, 6: 274-84, May-June 1920.

A questionnaire was sent to college freshmen. Answers were received from 2,083 freshmen from eleven widely scattered states. 57% had entered high school with some definite occupation in view. Upon entrance to college about one-half of these had changed their minds.

1674. **Greener, George C.** Vocational guidance in prevocational schools. *Industrial-arts magazine*, 9: 381-83, October 1920.

A course in vocational guidance worked out in the North Bennet street industrial school in Boston.

AGRICULTURAL EDUCATION; HOME ECONOMICS.

1675. **Harlan, Mabel L.** Purdue university's new practice house. *American cookery*, 25: 91-95, August-September 1920. illus.

The practice house under the supervision of the Department of home economics, Purdue university. General plan of work.

1676. **Johnson, A. Gracé.** Child care in the Oregon agricultural college practice house. *Journal of home economics*, 12: 343-53, August 1920.

Results of seven and one-half months experience in actual practice in the care and training of the child.

1677. **La Chard, Thérèse.** Needlework teaching in the elementary school. London, William Heinemann, 1920. 4 p. l., 166 p. illus. 12°.

1678. **Morgan, Agnes Fay.** Home economics courses and the higher institution of learning. *School review*, 28: 534-47, September 1920.

1679. **Thomas, R. H.** The school cafeteria. *American school board journal*, 61: 35-37, July 1920.
 Address before the National association of school accounting and business officers, Minneapolis, May 20, 1920.
 Some suggestions for managing a school cafeteria.

COMMERCIAL EDUCATION.

1680. **Fitzpatrick, Edward A.** The university's service to business. *School and society*, 12: 186-93, September 11, 1920.
 Speech delivered at the Conference on business education held under the auspices of the Illinois Chamber of Commerce at the University of Illinois, May 5, 1920.
 The writer says that there are two specific services that the university may render to modern business. The first is the training of the type of men to meet the conditions of business in the twentieth century. The other is the utilization of research for the development of business.
1681. **Kramer, Frank Henry.** Experimental research as a factor in commercial education. Somerville, N. J. The Somerville pub. co., 1920. 187 p. 8°.
 A thesis presented to the faculty of the Graduate school, University of Pennsylvania, in partial fulfilment of the requirements for the degree of doctor of philosophy.

PROFESSIONAL EDUCATION.

1682. **Beard, Richard Olding.** The social, economic, and educational status of the nurse. *American journal of nursing*, 20: 874-78, 955-62, August, September 1920.
1683. **Timbie, William H.** The cooperative course in electrical engineering at the Massachusetts institute of technology. *Science*, n. s., 52: 163-65, August 20, 1920.
 Course covers a total of 5 years. The last three years are divided between instruction in theory at the institute and practise at the Lynn works of the General electric co.

CIVIC EDUCATION.

1684. **Bouglé, C.** Le citoyen moderne. *Revue pédagogique*, 77: 79-94, August 1920.
1685. Civic instruction in sixty typical cities. *School life*, 5: 3-5, September 1, 1920.
 Information collected by the Greater Terre Haute club concerning extent and methods of procedure in teaching civics in typical cities. Interest is awakening but effective work is done in only a few places.
1686. **Johnson, Edward C.** Biology and agriculture as training for citizenship. *School and society*, 12: 214-18, September 18, 1920.
 Address before the biological section of the Inland empire teachers' association.
1687. **Pickell, Frank G.** Training for citizenship through practice. *School review*, 28: 518-28, September 1920.
 Advocates a system of student cooperation or participation with the faculty in school government. Gives the constitution of the student council of the Lincoln, Nebr., high school.

AMERICANIZATION.

1688. **Henry, Mary Bess.** Santa Ana's problem in Americanization. A study of the intelligence, school progress and home conditions of Mexican school children, including parental attitude toward citizenship. Santa Ana, Cal., 1920. 24 p. illus. 8°. (Santa Ana, Cal. Public schools. Department of research. Bulletin no. 2, February 1920).
1689. **Stanley, Grace C.** Special schools for Mexicans. *Survey*, 44: 714-15, September 15, 1920.
 The Mexicans of San Bernardino, Calif., and their need for special schools. The writer says that in the past the mixed schools have not been a success in meeting the needs of the situation.

1690. **Towne, Charles F.** The organization of lessons in English for Americanization classes. School and society, 12: 183-86, September 11, 1920.

Address given at the Cleveland meeting of the National society for the study of education, February 23, 1920.

EDUCATION OF SOLDIERS.

1691. **Harlee, William C.** Marines taught by correspondence. School life, 5: 1, 6-7, September 1, 1920.

Effective instruction given by the Marine Corps Institute to the men of the Corps in every part of the world.

1692. **Lecky, Prescott.** Organizing the Army school. America, 23: 502-503, September 11, 1920.

The Recruit educational center at Camp Upton, New York.

EDUCATION OF WOMEN.

1693. **Chancellor, William Estabrook.** Co-education in higher institutions pro and con. Journal of education, 92: 227-31, September 16, 1920.

1694. **West, Mrs. Max.** If not why not? Journal of home economics, 12: 337-47, August 1920.

The value of a college education to women and what a girl should get from her college training.

NEGRO EDUCATION.

1695. **Buttrick, Wallace.** Baptist schools as promoters of Negro education. Missions, 11: 455-57, September 1920.

Address of the president of the General education board at the Buffalo convention of the Northern Baptist convention.

The progress in public school education for Negroes in the South and the forces and organizations that have brought this about.

1696. **Williams, W. T. B.** The opportunity of Negro teachers. Southern workman, 49: 400-02, September 1920.

An address delivered at the summer school of Hampton Institute, July 1920, by the field director for the Jeanes and Slater funds.

EDUCATION OF DEAF.

1697. **American association to promote the teaching of speech to the deaf.** [Papers read at the thirtieth annual meeting, Mt. Airy, Philadelphia, Pa., July 1920] Volta review, 22: 529-63, September 1920.

Contains: 1. F. M. Driggs: The use of English in schools for the deaf, p. 529-32; Discussion, by J. Evelyn Willoughby, p. 532-35. 2. Martha E. Bruhn: The Müller-Walle method, p. 536-39. 3. A. E. Pope: Correlation of industrial and academic work, p. 539-46. 4. Percival Hall: Retrospect and prospect, p. 546-50. 5. J. S. Long: The teaching of history, p. 550-52; Discussion, by Mabel E. Adams, p. 552-57.

1698. **Convention of American instructors of the deaf and American association to promote the teaching of speech to the deaf.** [Papers read at the joint convention, Mt. Airy, Philadelphia, June 28-July 3, 1920] American annals of the deaf, 65: 341-428, September 1920.

Contains: 1. A. L. E. Crouter: The Pennsylvania institution for the deaf—past and present, p. 357-67. 2. F. R. Wheeler: Growth of American schools for the deaf, p. 367-78. 3. J. W. Jones: Language for advanced grades of deaf pupils, p. 378-94. 4. H. E. Day: Preparation for college in English composition, p. 395-402. 5. C. L. McLoughlin: The Rochester method, p. 403-13. 6. Mabel E. Adams: History teaching, p. 414-24.

EXCEPTIONAL CHILDREN.

1699. **Abelson, A. R.** The psychology of the delinquent child. Child (London) 10: 529-36, September 1920.

1700. **Anderson, V. V.** State institutions for the feeble-minded. *Mental hygiene*, 4: 626-46, July 1920.
A discussion of the construction, administration, and operation of an institution for the feeble-minded. Data based on a study of certain leading institutions for the feeble-minded.
1701. **Cleveland, Elizabeth.** Detroit's experiment with gifted children. *School and society*, 12: 179-83, September 11, 1920.
Address given at the Cleveland meeting of the National society for the study of education, February 23, 1920.
1702. **Platt, Rutherford H., jr.** A new way with dullards and scapegraces. *World's work*, 40: 506-15, September 1920.
The human problems in the schoolroom and what the measurement of the mind tells us to do about them. The paradox of the "retarded" child. Forecasting a career. The scope and significance of mental tests.
1703. **Taft, Jessie.** Problems of social case work with children. *Mental hygiene*, 4: 537-49, July 1920.
A discussion of the practical application of mental hygiene to individuals who need it. Says that case problems with children, as with adults, arise through some "blocking of the main trends of life—love and creative work."
1704. **Wallin, J. E. W.** The problem of mental subnormality. St. Louis, Mo., 1920. 8 p. 8°. (Bulletin of Central council of social agencies. vol. 1, no. 3, February 1920)
1705. **Whipple, Guy M.** Some features of the education of gifted children. *School and society*, 12: 175-79, September 11, 1920.
Address given at the Cleveland meeting of the National society for the study of education, February 23, 1920.

EDUCATION EXTENSION.

1706. **Greenwood, Arthur.** The education of the citizen, being a summary of the proposals of the Adult education committee. London, Workers' educational association [1920] 64 p. 8°.

An attempt to present in an abbreviated form the conclusions reached by the Adult education committee of the British Ministry of reconstruction in their final report.

LIBRARIES AND READING.

1707. **Bass, Altha Leah.** Selecting material for the story hour. *Oklahoma school herald*, 28: 1-4, September 1920.
1708. **Bishop, William Warner.** Our college and university libraries—a survey and a program. *School and society*, 12: 205-14, September 18, 1920.
An address before the Ohio college association, April 1919.
A survey of college libraries in relation to instruction, research, and culture. Tells of the more immediate needs of the college library.
1709. **Brainerd, Jessie F.** What one student library council does for its library. *Public libraries*, 25: 413-15, July 1920.
By the librarian of the high school at Hackensack, N. J.
1710. **Long, Alice B.** State school library laws, a digest. *Wilson bulletin* (The H. W. Wilson company, New York) 1: 505-13, September 1920.
1711. **Spargo, John.** Reaching the immigrant through books. *Journal of education*, 92: 173-74, September 2, 1920.
Address before the American booksellers' association, Philadelphia, May 14, 1920.
1712. **Watkins, L. T.** Libraries in Indian high schools. Calcutta, Superintendent government printing, India, 1920. 2 p. l., 56 p. 8°. (India. Bureau of education. Pamphlet no. 8)

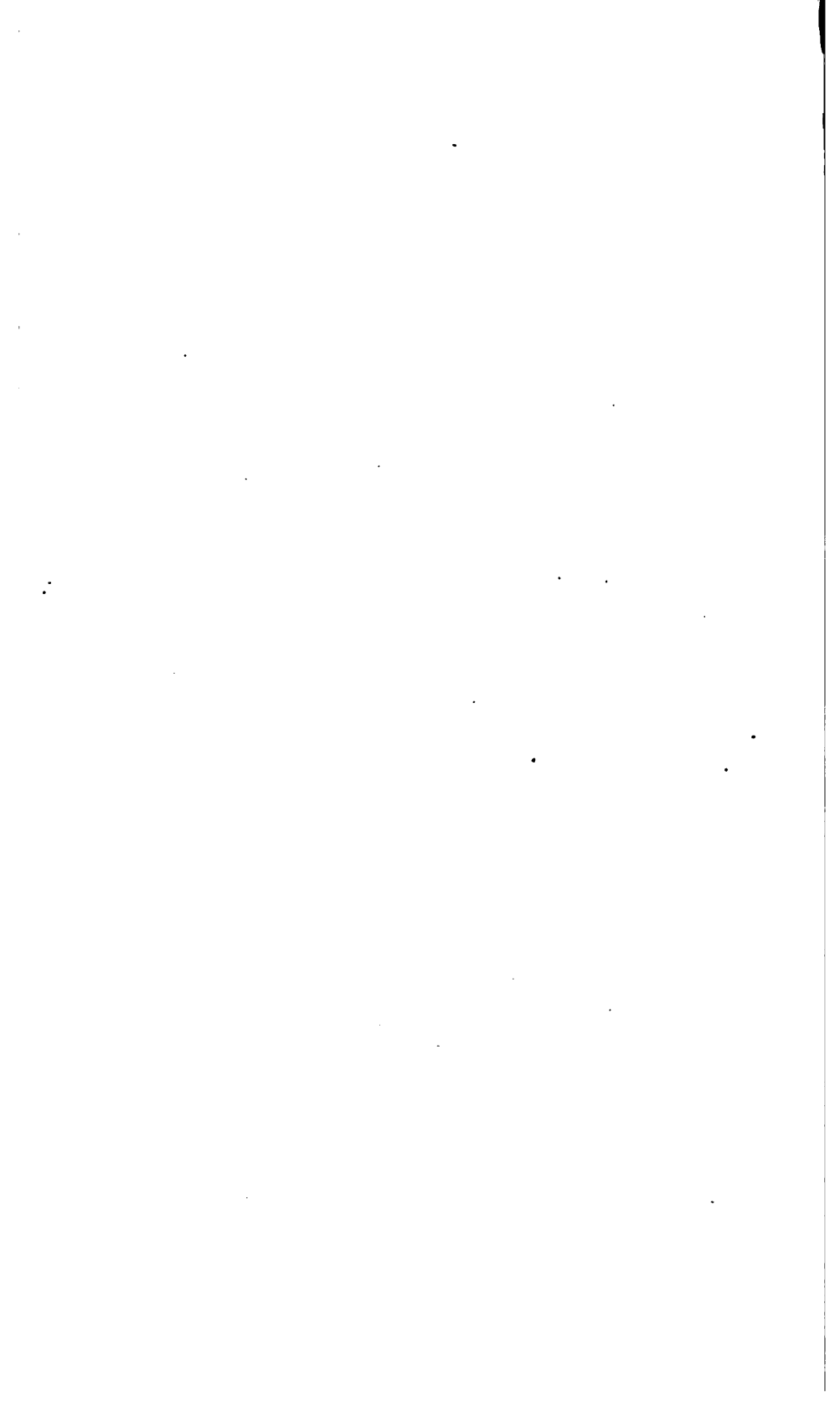
1713. **Wheeler, Joseph L.** Home reading with school credit. Library journal, 45: 679-82, September 1, 1920.

The story of home reading with school credit as a project in the Youngstown, Ohio, public schools.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1714. Agricultural and mechanical colleges, including statistics for 1917-18; by Walton C. John. Washington, 1920. 80 p. (Bulletin, 1920, no. 8)
1715. Correspondence study in universities and colleges; by Arthur J. Klein. Washington, 1920. 34 p. (Bulletin, 1920, no. 10)
1716. The feasibility of consolidating the schools of Mount Joy township, Adams County, Pa.; by Katherine M. Cook and W. S. Deffenbaugh. Washington, 1920. 28 p. (Bulletin, 1920, no. 9)
1717. Junior high school mathematics. A preliminary report by the National committee on mathematical requirements. Washington, 1920. 11 p. (Secondary school circular no. 6, July 1920)
1718. Lessons in civics for the six elementary grades of city schools; by Hannah Margaret Harris. Washington, 1920. 110 p. (Bulletin, 1920, no. 18)
1719. Lessons in civics for the three primary grades of city schools; by Hannah Margaret Harris. Washington, 1920. 64 p. (Teachers' leaflet no. 9, July 1920)
1720. Nurse training schools, 1917-18. Washington, 1920. 99 p. (Bulletin, 1919, no. 73)
Advance sheets from the Biennial survey of education in the United States, 1916-1918.
1721. Private commercial and business schools, 1917-18. Washington, 1920. 123 p. (Bulletin, 1919, no. 47)
Advance sheets from the Biennial survey of education in the United States, 1916-1918.
1722. Statistics of normal schools 1917-18; by L. E. Bauch and H. R. Bonner. Washington, 1920. 115 p. (Bulletin, 1919, no. 81)
Advance sheets from the Biennial survey of education in the United States, 1916-1918.
1723. The university extension movement; by W. S. Bittner. Washington, 1920. 124 p. (Bulletin, 1919, no. 84)





DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1920, No. 38

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

NOVEMBER, 1920



WASHINGTON
GOVERNMENT PRINTING OFFICE
1920

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—Research—School administration—School management—Schoolhouses and grounds—School hygiene and sanitation—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral and religious education—Manual and vocational training—Vocational guidance—Agriculture—Home economics—Commercial education—Engineering education—Civic education—Americanization—Education of soldiers—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1724. **New York (State) University.** Educational congress, Albany, N. Y., May 19-28, 1919. [Proceedings] Albany, University of the state of New York, 1920. 90 p. 8°. (University of the state of New York bulletin, no. 702, January 15, 1920)

Contains reports and recommendations of committees on the following subjects: Agricultural education, All-year school, Americanization, Art, Civics, Clearing house, Economics, English, Foreign languages, General science, Geography, Health education, Higher education, History, Home economics, Industrial education, Libraries, Mathematics, Mental diagnosis, Moral instruction, Music, Rural education, and Training of teachers.

- 1725. North central association of colleges and secondary schools.** Proceedings of the twenty-fifth annual meeting . . . March 18-20, 1920, Chicago, Ill., Pub. by the Association, 1920. 160, 64A p. 8°. (Harry M. Gage, secretary, Huron College, Huron, S. Dak.)

Contains: 1. F. G. Pickell: Report of the Commission on unit courses and curricula, p. 17-24. 2. P. W. L. Cox: What is scientific management? p. 27-30. 3. K. C. Babcock: Report of the Commission on institutions of higher education, p. 48-58. 4. J. L. McConaughy: The recruiting of teachers for higher institutions, p. 58-65. 5. G. F. Kay: The recruiting of teachers for higher education, p. 65-68. 6. M. A. Brannon: Adequate financing of teaching in higher institutions, p. 60-78. 7. R. M. Hughes: The adequate support of higher education from the standpoint of the state, p. 78-89. 8. Captain Potter: Scholarships for children of officers and enlisted men, p. 93-95. 9. H. C. Morrison: Public school finances, p. 90-103. 10. G. L. Mackintosh: The annual address of the president, p. 103-108. 11. Directory, standards, statistical analysis and list of accredited secondary schools . . . also the special studies: Tentative standards for junior high schools, Effect of size of classes on quality of work, Teaching citizenship in high schools, p. 1A-64A.

- 1726. Texas state teachers' association.** Proceedings of the forty-first annual meeting . . . Houston, Texas, November 27-29, 1919. Fort Worth, Texas, 1920. 96 p. 8°. (Texas outlook, vol. 4, no. 7, July-August 1920) (R. T. Ellis, secretary, Fort Worth, Texas)

Contains: 1. David Snedden: The professional improvement of teachers and teaching through organization, p. 10-15. 2. Annie W. Blanton: Co-operation in improving and extending education in the public schools, p. 15-18. 3. Frederick Eby: Report of the committee on educational progress within the state, p. 24-26. 4. Edwin Mims: The new challenge to teachers of America, p. 40-44. 5. W. B. Bizzell: Place of industrial education as training for citizenship, p. 45-48. 6. R. E. Vinson: Educational solidarity, p. 48-51. 7. E. O. Lovett: The place of the privately endowed institution, p. 51-53. 8. D. W. Hume: The thrift campaign in the schools as a training for national emergencies, p. 53-55. 9. F. M. Bralley: Better financial support for our schools, and how to get it, p. 55-58. 10. C. S. Meek: Democracy in supervision, p. 58-61. 11. Lorraine E. Wooster: Present day educational needs, p. 62-68. 12. H. F. Estill: Training teachers for leadership in the new age, p. 76-79. 13. W. S. Small: Physical education through the public schools, p. 79-81. 14. A. T. Bostwick: School libraries and mental training, p. 82-86.

EDUCATIONAL HISTORY AND BIOGRAPHY.

- 1727. Lesh, William S.** The proposals relating to the education of youth in Pennsylvania as reflected in Franklin's early life. Home and school guest, 11: 19, 21, 23, 25, April 1920.

- 1728. McClusky, Frederick D.** Introduction of grading into the public schools of New England. Elementary school journal, 21: 34-46, 132-45, September, October, 1920.

An historical inquiry based on documents contemporary with the establishment of the grading system.

- 1729. Palmer, George Herbert.** William James. Harvard graduates' magazine, 29: 29-34, September 1920.

Tells how William James appeared to his colleagues in the daily course of his work as a Harvard professor.

- 1730. Watson, Foster.** Was Shakespeare ever a schoolmaster? Nineteenth century, 88: 643-54, October 1920.

A study based on John Aubrey's statement that Shakespeare, in his younger years, was a schoolmaster in the country. Aubrey was born in 1626, ten years after the great dramatist's death, and died in 1697. He made the reference to Shakespeare in his "Briefe lives."

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

1731. **Erskine, John.** Democracy and ideals, a definition. New York, G. H. Doran company [1920] 152 p. 12°

CONTENTS.—I. Democracy and ideals.—II. American character.—III. French ideals and American.—IV. Society as a university.—V. Universal training for national service.—VI. University leadership.

1732. **Hevia, Aurelio.** General Leonard Wood and public instruction in Cuba. *Inter-America*, 4: 3-16, October 1920.

Describes the constructive work in education accomplished during General Wood's administration of Cuba, 1898-1902. Work of Dr. E. J. Varona.

1733. **Luckey, G. W. A.** Education, democracy and the league of nations. Boston, Richard G. Badger, The Gorman press [1920] 347 p. 12°.

1734. **Miles, H. E.** Education—minus business brains. *National civic federation review*, 5: 11, 23, September 23, 1920.

One-half of American children leave schools with no civic and economic understanding. America twenty-four per cent illiterate.

Speech delivered at the National citizens' conference on education, Washington, D. C., May 20, 1920.

1735. **New York (City) Board of education.** Report of the superintendent of schools on the budget estimate for 1921. New York city, Board of education, 1920. 114 p. tables, diagrs. 8°.

A report submitted by the superintendent of schools, William L. Ettinger, in support of the major items of the budget estimate for the year 1921.

1736. **Sears, J. B.** The Bolse survey; a concrete study of the administration of a city school system. Yonkers-on-Hudson, N. Y., World book company, 1920. viii, 290 p. diagrs. 12°. (Educational survey series.)

The complete report of the survey of the public school system of Bolse, made in 1919 by a survey staff consisting of J. B. Sears, director, assisted by William M. Prector and J. Harold Williams.

1737. **Tennessee.** State department of public instruction. Better schools campaign. Bulletin on the educational situation in Tennessee. Nashville, Tenn., October, 1920. 12 p. 8°.

1738. **Whittier state school, Whittier, Cal.** Research staff. A survey of pupils in the schools of Bakersfield, California. Whittier, Whittier state school, 1920. 43 p. illus. 8°. (Publications of Whittier state school. Department of research bulletin no. 9, June, 1920.)

Reported by J. Harold Williams.

1739. **Winship, A. E.** [Education] in Montana. *Journal of education*, 92: 344-46, October 14, 1920.

Educational progress in Montana.

FOREIGN COUNTRIES.

1740. **Cooper, Charlotte L.** Elementary educational problems. Nineteenth century, 88: 729-34, October 1920.

Conditions in England described. Emphasizes the necessity of religious and moral lessons.

1741. **Fletcher, Frank.** The public schools in a national system of education. *Journal of education and School world*, 52: 665-67, October 1, 1920.

Secondary schools in England and their relation to the national system of education.

1742. **Meneclier, Jorge.** Estudio sobre la población escolar de la república, 1914-1920. Buenos Aires, 1920. 122 p. diagrs. 8° (Consejo nacional de educación.)
1743. **Phoutrides, Aristides E.** Vernacular and revolution: how a return to the language of the people helped to recreate a great democracy. Survey, 45: 8-9, October 2, 1920.
Discusses the educational renaissance in modern Greece.
1744. **Boux, Joseph.** Un examen des recrues en 1920. Revue pédagogique, 77: 199-209, September 1920.
Tabulates and discusses the results of the examination in 1920 of 378 typical recruits for the French army.
1745. **Strudwick, E.** The relations of school to life. Journal of education and School world, 52: 650, 658, 660, October 1, 1920.
Conditions in England described.

EDUCATIONAL THEORY AND PRACTICE.

1746. **Abb, Edmund.** Erziehungskunde. Zweite auflage. Nürnberg, Verlag der Friedr. Kornschens buchhandlung [1920] 190 p. 8°.
1747. **Blair, Sir Robert.** The science of education. Journal of education and School world, 52: 653-54, 656, October 1, 1920.
Also in School and society, 12: 235-41, September 25, 1920.
Says that education as a science should do something more than mere applied psychology. "It must be built up not out of the speculations of theorists, but by direct, definite *ad hoc* inquiries concentrated upon the problems of the classroom by teachers themselves." Describes the work of child study in the past.
1748. **Butler, Nicholas Murray.** Six tests of an educated man. Columbia alumni news, 12: 28-29, October 8, 1920.
President Butler's address before the students of Columbia college, September 28, 1920. Dr. Butler's six tests of an educated man are (1) Correctness and precision in the use of the mother tongue, (2) Refined and gentle manners, (3) Sound standards of feeling and appreciation, (4) The power and the habit of reflection, (5) The power of growth, and (6) The power to do, efficiency.
1749. **Colby, Elbridge.** Teaching—in the army and out. School and society, 12: 334-37, October 16, 1920.
The effect of the war upon our teaching profession.
1750. **Cousinet, Roger.** L'éducation utilitaire. Revue pédagogique, 77: 157-73, September 1920.
Considers the problem of useful, practical education, and in this connection quotes extensively from John Dewey's School and society.
1751. **Horne, Herman Harrell.** Jesus the master teacher. New York, Association press, 1920. 212 p. front., plates. 12°.
Bibliography: p. 211-212.
1752. **McKeever, William A.** How do your children work? Social progress, 4: 191-93, September 1920.
Says we must exalt common work and common industry to the position where it will become a beautiful discipline for the young. The writer wants suggestions from parents as to how they induce their children to work.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1753. **Freeman, Frank N.** Clinical study as a method in experimental education. Journal of applied psychology, 4: 126-41, June-September 1920.
The purpose of the study is to present some reflections upon "the relationship between group study and individual study as a method of educational investigation."

1754. **Ingalese, Richard.** The history and power of mind. New York, Dodd, Mead and company, 1920. 829 p. 12°.

1755. **Parker, Samuel C.** Problem-solving or practice in thinking. Elementary school journal, 21: 16-25, September 1920.

First of a series of articles on this topic. Divides discussion into four sections: (1) Problems of everyday life; (2) actual lessons illustrating problem-solving in school; (3) how skilled problem-solvers think; (4) rules for training pupils in effective problem-solving.

1756. **Patri, Angelo.** Fear—and the child. Red cross magazine, 10: 7-11, October 1920. illus.

Shows a number of ways in which parents instill fear into the hearts of children and the necessity for killing this fear. Says that fear is the most distressing burden that struggling humanity has to carry.

EDUCATIONAL TESTS AND MEASUREMENTS.

1757. **Beeson, Marvin F.** Educational tests and measurements. Greeley, Colo., State teachers college, 1920. 66 p. 8°. (Colorado state teachers college bulletin, ser. 20, no. 3, June 1920. Research bulletin no. 7)

A brief statement of the nature of the scales, tests and measurements now available for the elementary school subjects, with available references on each test and a general selected bibliography on the tests for each subject.

1758. **Blumenthal, Frances.** Statistical analysis of the results of a prognosis test given to students beginning French and Spanish. Bulletin of high points, 2: 22-26, September 1920.

1759. **Buckingham, B. B. and Monroe, Walter S.** A testing program for elementary schools. Journal of educational research, 2: 521-32, September 1920.

Discusses the different mental tests. Says that the use of intelligence tests without subject-matter tests is one-sided. "The real truth about a pupil or a class is made evident when to a knowledge of mentality is added a knowledge of achievement."

1760. **Clement, J. A.** Have mental tests passed beyond the popular-cartoon stage in colleges? School and home education, 40: 35-37, October 1920.

The progress in the psychological testing of college students.

1761. **Foster, Josephine C.** Significant responses in certain memory tests. Journal of applied psychology, 4: 142-54, June-September 1920.

Considers the different types of reactions found in the tests of memory. Gives data regarding diagnostic signs of insanity, etc.

1762. **Hudelson, Earl, Stetson, F. L., and Woodyard, Ella.** Sixteen spelling scales, standardized in sentences for secondary schools. Teachers college record, 21: 337-91, September 1920.

1763. **Johnson, Willis E.** The formulation of standards of educational achievement for a state. 1920. 77 p. 8°.

Bibliography: p. 66-77.

Submitted in partial fulfillment of the requirements for the degree of doctor of philosophy, University of Minnesota, June 1919.

1764. **Myers Garry C.** Economy in intelligence classification. Educational administration and supervision, 6: 309-12, September 1920.

The army plan of classification by intelligence applied to the public schools, and the savings by such a scheme.

1765. ——— Mental health of school children. Pittsburgh school bulletin, 14: 359-62, October 1920.

The group intelligence test as an aid in classifying the child on the basis of his native capacity.

1766. **Myers, Garry C.** A new democracy in education. American school-master, 13: 254-58, September 1920.

An equal opportunity for all and the classification of children on the basis of intelligence.

1767. **Newark, N. J.** Board of education. Committee on instruction and educational supplies. Arithmetic survey in the public schools of Newark, N. J. Newark, N. J., Board of education, 1919. 30 p. tables (part. fold.), diagra (part. fold.) 8°. (Newark, N. J. Board of education. Monograph no. 3)

1768. **Pintner, Rudolf and Fitzgerald, Florence.** An educational survey test. Journal of educational psychology, 11: 207-23, April 1920.

The exercises used in this survey were selected from the standard educational tests and measurements. The survey was made at the Ohio state university.

1769. **Platt, Frank J.** Measuring improvement in language essentials. School review, 28: 611-14, October 1920.

Discusses an experiment made by the English department of the Oak Park high school, Illinois, to determine what improvements could be made by its pupils with a list of 21 essentials in composition.

1770. **Pressey, Luella W.** Scale of attainment No. 1.—An examination of achievement in the second grade. Journal of educational research, 2: 572-81, September 1920.

The scale developed consists of four tests, designed to measure abilities in spelling, reading vocabulary, silent reading, and addition and subtraction.

1771. **Rogers, Agnes L.** Mental tests as a means of selecting and classifying college students. Journal of educational psychology, 11: 181-92, April 1920.

Study based on a series of mental tests applied to a group of 98 seniors and 182 freshmen at Goucher college.

SPECIAL METHODS OF INSTRUCTION.

PROJECT METHOD.

1772. **Alm, O. W.** The project method and educational practice. Techné, 3: 7-10, June 1920.

Speaks of the clash of the project method with the present educational practice.

1773. **Bigelow, Gertrude I.** Horace Mann studies in primary education. The course of study and the program in the project method. Teachers college record, 21: 327-36, September 1920.

1774. **Branom, Mendel E.** The problem method of teaching geography. Journal of geography, 19: 233-42, September 1920.

1775. **Hyde, Marietta.** Projects in literature. English journal, 9: 401-6, September 1920.

Discusses the project method in the study of literature. The books that the pupils read should be "short-cuts to an experience in worthy living."

1776. **Larkin, Mary J. M.** The project method tested. Kindergarten and first grade, 5: 271-73, September 1920.

Tells how the project method functioned in a school in Worcester, Mass.

1777. **Lull, H. G.** The project method of learning. [Emporia, Kans., State normal school, 1920] [12] p. 8°.

1. The word project and its function.—2. Method of procedure, and the use of observation and score cards.

1778. **Stewart, Isabel M.** An experiment in the project method of teaching. *American journal of nursing*, 21: 30-37, October 1920.

A plea for the project method in training schools for nurses.

1779. **Stewart, Roland M.** The project as a method of teaching. *School science and mathematics*, 20: 594-601, October 1920.

Says that the project method gives the pupil acquaintance with a new field of activity from which he may gain mental content for (1) general culture, (2) educational guidance, and (3) vocational guidance.

VISUAL INSTRUCTION.

1780. **Balcom, A. G.** What we are doing in the classroom with films now available. *Moving picture age*, 3: 17-18, October 1920.

Part of an address delivered before the annual convention of the National academy of visual instruction, Madison, Wis., July 1920. The first part of the address was in the September issue of this magazine, pages 14 and 17.

The plan of film service used in the schools of Newark, N. J.

1781. **Toothaker, Charles E.** How the museum can help the teacher in visual instruction. *Moving picture age*, 3: 13-14, 31, October 1920.

The opportunity of the museum to combine both specimens and pictures in teaching makes a greater impression upon the child than either alone.

Address before the National academy of visual instruction recently held at Madison, Wis.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

1782. **Lyman, R. L.** The teaching of assimilative reading in the junior high school. *School review*, 28: 000-10, October 1920.

Gives silent-reading objectives for seventh grade.

1783. **Stone, C. E.** Some illustrative silent-reading lessons. *Elementary school journal*, 21: 26-33, September 1920.

1784. **Theisen, W. W.** Provisions for individual differences in the teaching of reading. *Journal of educational research*, 2: 500-71, September 1920.

1785. **Woolbert, Charles H.** Effects of various modes of public reading. *Journal of applied psychology*, 4: 162-85, June-September 1920.

An attempt to bring the problems of oral expression and public reading into the laboratory.

SPELLING.

1786. **Carback, Clarence H.** Can high school freshmen spell? *Current education*, 24: 559-64, September 1920.

This is the second of two articles dealing with the question of the efficiency of the course of study in spelling. The earlier article described a spelling experiment made with high school boys—this study treats of vocabulary and spelling from the point of view of the high school girl and the course of study—in both cases pupils who had just entered the freshman class.

1787. **Foote, John M.** Spelling. *Southern school work*, 8: 10-17, September 1920.

Principles and methods of teaching spelling.

LITERATURE.

1788. **Canby, Henry S.** What is "English"? *English journal*, 9: 367-73, September 1920.

Discusses the power of the "literary spirit" in the teacher.

1789. **Kingsley, Maud E.** Final examination for college preparatory course in history of English literature. *Education*, 41: 33-36, September 1920.

1790. **Reynolds, George F.** Minimum essentials in literature. Illinois association of teachers of English bulletin, 12: 1-6, May 1, 1920.

Suggests as a core around which to plan more elaborate courses, the ability to read understandingly a considerable passage of ordinary prose and familiarity with certain literature embodying fundamental American ideas and ideals.

ENGLISH AND COMPOSITION.

1791. **Bolenius, Emma M.** The teaching of oral English. 3d ed. Philadelphia and London, J. B. Lippincott company [1920] 225 p. illus. 12°.
1792. **Ewalt, Clara C.** Getting out the high school paper. A Cleveland course in news-writing. Cleveland, Ohio, Board of education [1920] 14 p. illus. 12°.

ANCIENT CLASSICS.

1793. **Deferrari, Roy J.** The inductive and direct methods of teaching Latin. Catholic educational review, 12: 469-74, October 1920.

Discusses the nature and purpose of each method and the results of their application.

MATHEMATICS.

1794. **Lindquist, Theodore.** Application of business principles in junior high school mathematics. School and society, 12: 304-307, October 9, 1920.

SCIENCE.

1795. **Arbuthnot, Ann Criswell.** Elementary embryology for high school girls. Cleveland, Ohio, 1920. 12 p. 12°. (Cleveland, Ohio. Board of education. Bulletin no. 25)

Shows how, in Cleveland, sex is treated in connection with related subjects such as that of elementary science.

1796. **MacArthur, C. G.** The scientific teaching of science. Science, 52: 347-51, October 15, 1920.

Advocates group discussion, based on the problems that have arisen in the laboratory; lectures by visiting scientists on their specialties, etc.

1797. **Mounce, George.** Some tangible results from a course in general science. School science and mathematics, 20: 632-36, October 1920.

Describes the course in general science in the La Salle-Peru township high school, Illinois. Says that the students in general science rank best in physics and chemistry.

GEOGRAPHY.

1798. **Cooper, Clyde E.** Status of geography in the normal schools of the middle states. Journal of geography, 19: 211-22, September 1920.

Presents a chart showing what is being done in geography in the various institutions studied.

1799. **Davis, William M.** Geography at Cambridge university, England. Journal of geography, 19: 207-10, September 1920.

Gives the schedule of studies at Cambridge on which examinations in geography will be held.

SOCIAL SUBJECTS.

1800. **Groves, Ernest B.** A college program for rural sociology. American journal of sociology, 26: 187-94, September 1920.

Says that if the progress of rural social science is to prosper as it should, the college teacher constantly must send forward promising candidates for advanced study. Discusses the difficulties of teaching rural sociology.

- 1801. Shideler, Ernest H.** A course in modern social problems for the high school. School review, 28: 615-26, October 1920.

Describes some of the reactions of high school pupils to an experimental course in modern social problems which was organized and taught in the University high school, University of Chicago.

- 1802.** The summer school of community leadership. American city, 23: 397-400, October 1920.

Report of sixth annual session at Madison, Wis.

- 1803. Webb, L. W.** Students' methods of studying a certain subject—psychology. Journal of educational psychology, 11: 193-206, April 1920.

Study based on data obtained during the academic year 1916-17 at Northwestern university. Good and bad methods of studying elementary psychology described.

MUSIC.

- 1804. Birge, Edward B.** A plan for crediting outside study of music under private instruction. School music, 21: 14-17, September 1920.

Paper read at the High school section of the Music supervisors' national conference, May 1920.

- 1805. Chamberlain, Mabel.** How to teach school music. School music review (London) 29: 69-72, October 1, 1920.

Continued from September number. Discusses musical ear-training; and affords an opportunity for gauging "the quality of the impressions made by the sounds heard subconsciously by the children."

- 1806. Farnsworth, Charles H.** How to study music. Introduction by Prof. Frank M. McMurry. New York, The Macmillan company, 1920. xvii, 294 p. 12°.

- 1807. Seashore, Carl E.** A survey of musical talent in the public schools, representing the examination of children of the fifth and eighth grades in the public schools of Des Moines, Iowa, with the author's measures of musical talent. Iowa City, The University, 1920. 36 p. diagrs. 8°. (University of Iowa studies, first series no. 37. November, 1920. Studies in child welfare, vol. I, no. 2)

- 1808. Stock, George Chadwick.** The value of class form vocal instruction—some phases of the work. School music, 21: 22-26, September 1920.

Read in Philadelphia, Pa., March 24, 1920, at the Music supervisors' national conference.

DRAWING.

- 1809. Pilsworth, Edward S.** Technique of practical drawing; for teachers, students, and professional artists. New York, The Macmillan company, 1920. xiii, 150 p. 12°.

SAFETY.

- 1810. Payne, E. George.** Experimental reconstruction of the elementary school curriculum in the Harris teachers college. School and society, 12: 272-76, October 2, 1920.

Teaching accident prevention by introducing it as a part of the instruction in arithmetic, civics, language, reading, etc.

- 1811.** Safeguarding America against fire, vol. 3, nos. 8 and 9, August, September 1920. illus.

Protecting our school children. A special edition printed for the U. S. Department of the interior, Bureau of education.

KINDERGARTEN AND PRIMARY SCHOOL.

1812. **Bradford, Mary D.** The contribution of the kindergarten to the elementary schools. Kindergarten and first grade, 5:312-15, October 1920.

Address given before the International kindergarten union, Topeka, Kans.

1813. **Kelly, F. J.** Problems in the growth of the kindergarten movement. Kindergarten and first grade, 5:309-11, October 1920.

Address, in somewhat abbreviated form, given before the International kindergarten union, Topeka, Kans.

Suggests that the growth of the kindergarten movement might be hastened by eliminating the present break at the age of six, by more scientific studies of the results of kindergarten training, by enlisting the support of non-teaching bodies, and by seeking statutes lowering the legal age for entering school.

1814. **Watkins, Catharine B.** The kindergarten as a profession. Kindergarten and first grade, 5:328-29, October 1920.

Address given before the International kindergarten union, Topeka, Kans.

RURAL EDUCATION.

1815. **Acher, B. A.** Educational salesmanship. Educational issues, 1:52-54, September 1920.

The writer says "The rural educational problem resolves itself mainly into the problem of persuading the people to invest more money in the educational enterprise. . . . When the schools and school people learn to make the kind of appeal to the public that holds its attention, appeals to its imagination, and arouses its sense of justice, they can have what they want."

1816. **Clapp, Frank L., Noland, Alice G., and Wheatley, George.** The public schools of Archuleta county, Colorado. A survey. Boulder, Colo., 1920. 21 p. 8°. (University of Colorado bulletin, vol. 20, no. 2, February 1920)

1817. **Indiana.** Department of public instruction. The school as the center of community life; the story of the work of the Summitville school, Summitville, Ind. Issued under the direction of L. N. Hines, state superintendent of public instruction, Indianapolis, Ind. [1920] 31 p. illus. 8°.

1818. **Johnson, Mamie Thomson.** Community ideals and the country life problem. National school digest, 40:52-54, 115-16, 181, 195, 196, September, October, November 1920. illus.

Article I. The country life problem.—Article II. Cause of rural migration.

The purpose of this series of articles is "to give the rural teacher a vision of the possibilities in the line of community betterment and to enable her by means of specific suggestions and detailed lesson plans to conduct a course in community ideals in her school which will have for its purpose the realization of the highest possible plans of American rural citizenship in every rural community in the land."

1819. Making the rural school efficient. A statement of the problem and a solution, the county unit plan. California taxpayers' journal, 4:3-6, September 1920.

The district system of school administration in California, and the advantages of the unit system.

1820. **Massachusetts.** Department of education. Division of elementary and secondary education and normal schools. Consolidation of schools and transportation of pupils at public expense in Massachusetts. Boston, Mass., 1920. 27 p. 8°. (Massachusetts. Department of education. Bulletin, no. 6, whole no. 115, 1920)

1821. **Moffett, Mary Ledger.** A curriculum for the preparation of rural school supervisors. Educational administration and supervision, 6: 313-18, September 1920.
1822. **Tarbell, Ida M.** When Roosevelt was here. The story of his visit to the Berry schools and the speech he made there. Red cross magazine, 16: 15-20, October 1920. illus.
Describes the schools of Rome, Georgia, and gives the speech that Roosevelt made on the occasion of his visit there.
1823. **Winship, A. E.** Educational aims of the third decade of the century. Journal of education, 92: 283-84, September 30, 1920.
The work of the country life directors in the rural and village schools of Cook county, Illinois.
1824. **Wood, Will C.** The crisis in country life. Western journal of education, 26: 1-2, September 1920.
Speaks of conditions of rural schools especially in California. Says that if California is to remain American we must maintain good schools in our rural districts. Calls education the life insurance of the nation.

SECONDARY EDUCATION.

1825. **National association of secondary school principals.** Third year-book. Pub. by the Association, 1920. 87 p. 8°. (H. V. Church, secretary, Cicero, Ill.)
Contains: 1. W. D. Lewis: Student participators in school organization and government as a training in democracy, p. 1-9. 2. C. D. Kingsley: Certain features in the report on cardinal principles of secondary education, p. 9-14. 3. J. N. Rule: The place of the modern secondary school in a democracy, p. 14-23. 4. H. B. Loomis: What democracy should demand of her high schools, p. 23-27. 5. Report of the committee on social science, p. 28-37. 6. W. A. Wetzel: The vocational try-out in the junior high school, p. 37-43. 7. T. J. McCormack: On the need of a general social science, p. 43-51. 8. T. H. Briggs: Provisions for abilities by means of homogeneous groupings, p. 53-62. 9. S. A. Leonard: The social recitation, p. 63-75. 10. M. R. McDaniel: School morale, p. 75-80.
1826. **Carmichael, H. F.** Varying practices in typical junior high schools. Junior high clearing house, 1: 6-16, June-September 1920.
1827. **An open letter to head masters.** (By a sub-master.) Outlook, 126: 327-28, October 20, 1920.
Emphasizes the unwise policy of selecting teachers without consulting the faculty of the school.
1828. **Stewart, Joseph S.** The public, private, and denominational secondary schools of Georgia. Pub. by the department of education. Atlanta, Ga., Byrd printing company, state printers, 1920. cover-title, 74 p. dings. 8°.
1829. **Thompson, Frank V.** What professional training a high school principal should have. Teachers college record, 21: 319-21, September 1920.
Address given before the secondary education section of the annual Alumni conferences, Teachers college, February 20, 1920.
1830. **Tillinghast, Charles C.** The high school principal. What I should like to have known before I became a high school principal. Teachers college record, 21: 307-18, September 1920.
Address given before the secondary education section of the annual Alumni conferences, Teachers college, February 20, 1920.

NORMAL TRAINING.

1831. **Charters, W. W.** The objectives of teacher-training. Educational administration and supervision, 6: 301-308, September 1920.
Abstract of an address delivered before the Ohio society of college teachers of education, Columbus, April 2, 1920.
1832. **Irion, Theo. W. H.** Legal aspects of state normal school administration. Educational administration and supervision, 6: 319-36, September 1920.
The nature of the laws governing state normal schools in the majority of the states of the Union and suggestions for an adequate law.
1833. ——— Standards for the professional preparation of teachers. American schoolmaster, 13: 258-62, September 1920.
1834. **Judd, Charles H.** The Carnegie survey of normal schools. Elementary school Journal, 21: 47-51, September 1920.
A critical review of the Carnegie foundation report on the normal schools of Missouri.
1835. **Mead, A. B.** The ethics of student teaching. Educational administration and supervision, 6: 393-407, October 1920.
The ethical questions involved in the establishment and administration of student-teaching.
1836. **Ronan, Bertha M.** The organization of social life in a small normal school. Educational administration and supervision, 6: 408-16, October 1920.
1837. **Snyder, B. H.** The improvement of teachers in service. Idaho teacher, 2: 54-57, October 1920.
Devices of the superintendent in improving teachers in service.
1838. **Stuart, Hugh.** A practical course in teacher-training for a liberal arts college. Educational administration and supervision, 6: 367-80, October 1920.
The course consists of observation, partial participation and practice teaching, graded in complexity and extending over a period of thirty weeks.
1839. **Winship, A. E.** The educational crisis. Journal of education, 92: 311-12, October 7, 1920.
Criticism of the report made by the Carnegie foundation on the normal schools of Missouri.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

1840. **Alexander, Carter and Theisen, W. W.** Campaigns for teachers' salaries. Educational review, 60: 190-204, October 1920.
Says that publicity material for better salaries should not stress cost features until after a strong desire for better teaching has been aroused.
1841. **Chamberlain, Arthur H.** The next step in organization, with special reference to the organization of state teachers' associations. Sierra educational news, 16: 416-23, September 1920.
Presents the reasons for organization, what has been accomplished through organization, how teachers should organize, and why we need reorganization.
1842. ——— The salary situation with remedies. American school board journal, 61: 40-42, October 1920.
State aid, federal aid, publicity, value of teachers' organizations, etc., in the campaign for higher salaries.

1843. Creech, J. L. Why do men turn from teaching? Educational administration and supervision, 6: 388-92, October 1920.

A study based upon returns to a questionnaire sent to 100 prominent bankers, lawyers, doctors, and public officials in Kentucky.

1844. Evenden, E. S. Essential features of a state salary law. Educational review, 60: 205-15, October 1920.

Says that the framing of a salary law for a state should be done by the State department of education, which, with its coordinating view of the entire state, will see that every section and every interest is properly represented.

1845. Ferguson, James. The tenure of teachers, National council on education. Western journal of education, 26: 2-3, September 1920.

The situation in regard to tenure of teachers and suggestions for its improvement.

1846. Kent, Raymond A. How may teachers legitimately boost their wages. Techné, 3: 4-6, May 1920.

The writer says that the greatest tool for securing increased salaries and better preparation is the teachers' organization, but that teachers' organizations can not legitimately use the strike method.

1847. Landsittel, F. C. Removing the disparity of teachers' pay. Educational review, 60: 179-89, October 1920.

A review based on the N. E. A. bulletin on "Teachers' salaries and schedules," "Ohio school revenue inquiry," and other investigations. Discusses two important phases of the subject: (1) The measure of discrimination involved in the teachers' economic situation, and (2) the reasons, aside from the principle of fairness, for rectifying it.

1848. National committee for chamber of commerce cooperation with the public schools and the American city bureau. Know and help your schools. New York [etc.] American city bureau [1920] 66 p. 8°.

An interpretative report of inquiry no. 1 relating to salaries, training, and experience of teachers in the national survey of urban public schools, analyzing the present school situation in order that plans for the future may be made.

1849. Smith, William. Advertising to recruit the teaching profession. School and society, 12: 245-48, September 25, 1920.

Address before the Conference on teacher shortage at Boston University school of education.

How advertising can be used to educate the entire people to a proper estimate of the value of education and the importance of the teaching profession.

1850. Wagner, Charles A. Teacher training thru service. American school board journal, 61: 26, 95, October 1920.

HIGHER EDUCATION.

1851. Brannon, Melvin A. Adequate financing of teaching in higher institutions. School and society, 12: 295-300, October 9, 1920.

The financial problems within the privately endowed colleges and universities.

1852. Clark, Harry. Why college students should be interested in courses in education. Journal of education, 92: 255-56, September 23, 1920.

Gives examples of the value of pedagogy to men and women in many professions and trades. Advocates some courses in education for every college student.

1853. Educational record, vol. 1, no. 4, October 1920.

Contains the Report of the annual meeting of the American council on education, the Annual report of the director, and an address by A. F. Woods on "Operation of the Smith-Lever act and its bearing on future educational legislation."

1854. **The Friend** (Honolulu, Hawaii), vol. 89, no. 9, September 1920. (The University of Hawaii number)
 Contains: 1. A. L. Dean: The University of Hawaii, p. 233-34. 2. D. L. Crawford: The University and future citizens of Hawaii, p. 234-35. 3. C. H. Edmondson: Research at the University, p. 235-37. 4. Robert Spencer: Student activities and needs as seen by a member of the junior class, p. 237-39.
1855. **Gillies, Robert C.** A plea for intensive education at Princeton. Princeton alumni weekly, 21: 38-40, 60-61, October 13, 20, 1920.
1856. **Humphreys, J. A.** Requirements for the A. B. degree in representative American universities and colleges. School and society, 12: 318-24, October 9, 1920.
1857. **Lange, Alexis F.** The junior college. Sierra educational news, 16: 483-86, October 1920.
 Address given before the High school principals' convention, Asilomar, March 31, 1920.
 The junior college, particularly in California.
1858. **Mather, Frank J., jr.** Aims in college education. Unpartizan review, 14: 271-87, October-December 1920.
 Says that without being specifically vocational, the European collegiate education meets the needs of the vocation; while our system, in comparison, is "an anarchy."
1859. **Menge, Edward J.** Darwinism, militarism, socialism, and bolshevism in the universities. Education, 41: 73-85, October 1920.
 Says that each one of these "isms" is an application of a principle built upon a non-existent biological something, and which "actually denies itself in its own working out." University men are chiefly responsible for propagating them.
1860. **Bingwalt, Ralph Curtis.** College—twenty-five years after. Harvard graduates' magazine, 29: 42-48, September 1920.
 The effect of the small college and the large college on personality.
1801. **Stevens, Edwin B.** Cost accounting in universities. Educational review, 60: 226-43, October 1920.
 After a general review of the subject presents data from the Universities of Wisconsin and Washington regarding cost per student hour; and yearly cost per major student for each curriculum in 1918-19.
1862. **Thwing, Charles F.** Some notable college presidents. American review of reviews, 62: 409-11, October 1920.
 Sketches of Jacob Gould Schurman, Edgar F. Smith, G. Stanley Hall, and Charles W. Dabney. Illustrated.
1863. The yearbook of the universities of the Empire, 1918-1920. Ed. by W. H. Dawson and pub. for the Universities bureau of the British empire. London, G. Bell and sons, ltd., 1920. 503 p. 12s.

RESEARCH.

1864. **Burgess, George K.** Governmental research. Scientific monthly, 11: 341-52, October 1920.
 Given at Royal Canadian institute, April 24, 1920.

SCHOOL ADMINISTRATION.

1865. **Bolser, C. M.** Personal appeal in educational advertising. School and society, 12: 277-81, October 2, 1920.

1866. **Ettinger, William L.** Democratized school administration. School and society, 12: 265-72, October 2, 1920.

Address delivered by the Superintendent of schools of New York City at a conference of associate superintendents and district superintendents, directors, assistant directors and inspectors of special branches, September 17, 1920.

Also in School, 32: 55, September 23, 1920.

Speaks of greater latitude for the teacher in school administration, trade unionism in the schools, and the duties of school principals.

1867. **Gardner, Ethel M.** Teacher cooperation in administration. American teacher, 9: 127-28, September 1920.

Address delivered before the National education association at Salt Lake City, July 1920.

Teachers' councils.

1868. **Haig, Robert M.** Available sources of additional support for Pennsylvania schools. Educational review, 60: 216-25, October 1920.

A brief review of the tax system of Pennsylvania. Contends that "the inadequate support for schools is not due to poverty."

1869. **Moehlman, Arthur B.** A standardized budget. American school board journal, 61: 33-35, 95, October 1920.

Gives a standardized form of budget adopted by the schools of Detroit, Michigan.

1870. **Peters, Charles C.** Improvement of facilities for professional training of superintendents. Educational administration and supervision, 6: 337-45, September 1920.

Suggests methods by which school superintendents might be stimulated to professional growth.

1871. Proper relations of helpfulness and cooperation among superintendents. American school board journal, 61: 43-44, October 1920.

Signed: Avis.

The discussion is from the viewpoint of a superintendent of town schools.

1872. **Staples, C. L.** A comprehensive plan for tabulating and interpreting educational statistics. Education, 41: 119-22, October 1920.

SCHOOL MANAGEMENT.

1873. **Bonner, H. R.** Persistence of attendance in city schools. School life, 5: 10-11, October 1, 1920.

Three-fourths of beginners now reach the eighth grade, three-fifths enter high school, and one-fifth reach the fourth high-school year.

1874. **Cummings, J. H.** Supervised study. Idaho teacher, 2: 57-60, October 1920.

1875. **Hughes, W. H.** Standardizing procedure in a combination system of supervised study, varying scope of work, and weighted credit. Journal of educational research, 2: 547-56, September 1920.

A presentation of methods employed in the Riverview union high school, Antioch, Calif., in administering a combination plan which takes into account "the variations of natural capacities and acquired interests, and at the same time accords credit toward graduation in proportion to individual achievement."

1876. **Bugg, L. S.** The duties of the principal of the elementary school. Southern school work, 9: 9-10, September 1920.

1877. **Salisbury, Ethel I.** The construction of a course of study. Educational administration and supervision, 6: 381-87, October 1920.

1878. **Washburne, Carleton W.** The individual system in Winnetka. Elementary school journal, 21: 52-68, September 1920.

Conditions in Winnetka, Ill., described. The system permits the promotion of each individual pupil in each subject whenever he completes the work of his grade in that subject.

1879. **Whitney, Frederick L.** Individual differences for class room teachers. National school digest, 40: 17-20, September 1920.

To be concluded.

Some illustrations of grade and system groups, and of specific abilities of school children.

1880. **Willett, G. W.** Suggestion for meeting individual differences. School review, 28: 576-84, October 1920.

Says that the best opportunities for individual progress come through the three factors of (1) classification according to ability; (2) extended and enriched course of study and curricula; and (3) minimum and maximum courses or requirements in courses.

SCHOOLHOUSES AND GROUNDS.

1881. **Gloucester, Mass. Public schools.** Seventy-second annual report of the public schools of Gloucester, for the year ending December 31, 1919. Gloucester, Press of Gloucester Times co., 1920. 84 p. illus. 8°.

A school building program for Gloucester, Mass., p. 25-41. The work-study-play plan of organization.

1882. **Hussander, A. F.** Recent Chicago schoolhouses. American school board journal, 61: 45-51, 96, October 1920. illus., plans.

SCHOOL HYGIENE AND SANITATION.

1883. **American school hygiene association.** The school child's health. What mothers should and can do about it. 47 p. illus. 8°. (Harry B. Burns, secretary, 1101 Fulton building, Pittsburgh, Pa.)

"This pamphlet has been prepared by the American school hygiene association, with the cooperation of the American Red cross, for the purpose of helping to give the mothers and teachers of America a practical knowledge regarding the diseases and body defects that school children are in large numbers the victims of . . ."

1884. **Collins, Francis A.** Hygiene of the school. American review of reviews, 62: 416-18, October 1920.

Describes the present movement to better health conditions in the public schools. Illustrated.

1885. **Gebhart, John C.** Relation of school and special feeding to defective nutrition. American journal of public health, 10: 669-72, August 1920.

Writer contends that school meals are merely palliative if unaccompanied by measures to raise permanently home standards of food and hygiene.

1886. **Holt, L. Emmett.** The Child health organization. Modern medicine, 2: 584-89, September 1920. illus.

Health instruction in the schools and methods of arousing interest.

1887. **Johnson, A. Le Roy.** Orthodontic education. Dental cosmos, 62: 1186-94, October 1920.

1888. **Sundwall, John.** Health activities in colleges and universities; a discussion of the aims, organization, activities, and problems of a students' health service. Washington, Government printing office, 1920. 32 p. 8°. (Reprint no. 569 from the Public health reports, November 7, 1919)

PHYSICAL TRAINING.

1889. **Thaler, William H.** The evolution of physical training as a factor in health and education; with special reference to swimming. *Mind and body*, 27: 211-17, September-October 1920.

Address delivered before a meeting of physical directors at St. Louis, Mo., March 20, 1920.

1890. **Weston, Marion D.** Physical tests. *School science and mathematics*, 20: 577-93, October 1920.

Study based on data obtained from a survey of grades 1-8 in a Rhode Island school during the year 1919. Five tests were given: height, weight, lung capacity, and strength of the grip of right and left hands.

PLAY AND RECREATION.

1891. **Cummins, Robert A.** Shall play be directed, supervised, or left free? *Southern school work*, 9: 27-29, September 1920.

"All play activities of children should be first directed, then supervised, and left free to the children themselves only when the formation of approved habits of play is assured."

1892. **Koch, Frederick Henry and Lay, Elizabeth A.** *Plays for amateurs*. Chapel Hill, N. C., 1920. 67 p. 8°. (University of North Carolina record, no. 172, January 1920. Extension series no. 36)

A selected list of plays for amateurs.

1893. **Mackay, Constance D'Arcy.** Organizing the rural community theatre. *Playground*, 14: 417-29, October 1920.

Part VII in a series of articles on Rural imaginative recreation.

SOCIAL ASPECTS OF EDUCATION.

1894. **Cummins, Robert A.** A completely socialized school. *American journal of sociology*, 28: 195-206, September 1920.

Writer says that the curriculum should be socialized; this means to suit it to the present and future needs of the pupils. The pupils should also gain a reasonable amount of useful information in the fields of history, literature, and science. In summing up, the writer defines a completely socialized school as one in which the school board, the teachers, the curriculum, and the superintendent have "all been laid upon the altar of child welfare and dedicated to their needs."

1895. **Marquette, Bleecker.** What educational methods can do in housing. *American city*, 23: 375-78, October 1920.

Work of the Better housing league of Cincinnati, Ohio. Work among school children, etc.

1896. **Montyne, Edwin Y.** The socialized recitation. *Journal of education*, 92: 340-42, October 14, 1920.

The purposes, limitations, etc., of the socialized recitation.

CHILD WELFARE.

1897. **National child labor committee.** Report and papers of the fifteenth National conference on child labor, New Orleans, La., April 1920. *American child*, 2: 113-54, August 1920.

Contents: 1. W. H. Swift: A new-old method of approach, p. 115-18. 2. R. G. Fuller: The psychological approach to the child labor problem, p. 119-27. 3. Mabel B. Ellis: The juvenile court and child labor, p. 128-38. 4. Gertrude Folks: The rural child and compulsory school attendance, p. 139-44. 5. H. H. Mitchell: What is health protection for working children, p. 145-50. 6. Felix Adler: The next step to be taken by the National child labor committee, p. 151-54.

1898. **American Red cross, Washington, D. C.** Annotated subject index and order list of books and pamphlets, including government reports, on maternity and child welfare in England and Scotland. Washington, D. C., American Red cross, 1920. 181 p. 8°.
1899. **Bowen, Louise De Koven.** Safeguards for town and city youth. Social progress, 4: 194-95, 221-22, September, October 1920.
Speaks of our failure to conserve the health and morals of our children.
1900. **Brown, Sanger.** Social and medical aspects of childhood delinquency. Journal of the American medical association, 75: 987-90, October 9, 1920.
Study of the records of the Children's court of New York city during the last three years. Advocates replacing of truant schools, protectorates and similar partly custodial agencies with special classes in schools, or special schools with vocational classes.
1901. **Hastings, Montana.** The organization of the state child welfare work. Santa Fe, State department of education, 1920. 32 p. 8°. (New Mexico. State board of education. Bulletin, vol. 6, no. 3, September 1920. New Mexico child welfare service. Bulletin no. 1)
1902. **Huling, Caroline Alden.** Children in industry. Child labor a menace to the prosperity of the people. Social progress, 4: 188-90, September 1920. illus.

MORAL AND RELIGIOUS EDUCATION.

1903. **Burns, James.** A constructive policy for Catholic higher education. Catholic educational review, 18: 458-68, October 1920.
Paper read at the annual meeting of the Catholic educational association, held in New York, June 1920.
1904. **Gee, Howard James.** Methods of church school administration. New York, London [etc.] Fleming H. Revell company [1920] 117 p. 12°.
A textbook for community training schools and international and state schools of Sunday school methods.
1905. **Hall, G. Stanley.** Morale, the supreme standard of life and conduct. New York, London, D. Appleton and company, 1920. 377 [1] p. 12°. Bibliography: p. 373-[377]
1906. **Meyer, Henry H.** Present tendencies in religious education. Religious education, 15: 201-11, August 1920.
A survey of progress presented at the convention of the Religious education association, Pittsburgh, March 20, 1920.

MANUAL AND VOCATIONAL TRAINING.

1907. **Eastern arts association.** Proceedings eleventh annual meeting, Boston, Mass., April 1-3, 1920. 214 p. pl. 8°. (M. W. Haynes, secretary, Bayonne, N. J.)
Contains: 1. Payson Smith: Address of welcome, p. 8-14. 2. R. O. Small: Vocational education, p. 15-23. 3. Mabel J. Chase: The responsibility of normal schools in training teachers of drawing from the supervisor's standpoint, p. 26-30. 4. A. L. Barbour: Responsibility of the normal school in training teachers of drawing in relation to general education, p. 31-38. 5. Loretta J. Curran: What the manual arts and practical arts teachers can do for general education today, p. 39-41. 6. W. H. D. Meier: The science and art of school and home gardening, p. 45-48. 7. Breta W. Childs: Training teachers for school supervised home gardens, p. 49-52. 8. G. A. Burridge: Training vocational teachers in Massachusetts, p. 53-59. 9. L. S. Burnell:

Systematized printing instruction, p. 74-79. 10. Josef Sandberg: The proper training of manual arts teachers, p. 80-83. 11. A. C. Parker: The problems of an interior decorator, p. 84-88. 12. Lucy H. Gillett: How can our work in foods be made more vital to the health of the child? p. 94-104. 13. O. H. Benson: Backing up the million dollar appetites by a work program of achievement, p. 105-15. 14. R. W. Stimson: Uniting home and school with productive projects, p. 116-18. 15. O. D. Evans: Vocational guidance in the continuation school—"Helping the boy and girl to find themselves," p. 119-27. 16. O. D. Evans: The young worker and the continuation school, p. 128-33. 17. Annie F. Slattery: The class in occupations as a correlative to work in the arts, p. 134-43. 18. C. D. Kingsley: The place of practical education in the modern high school, p. 144-52. 19. Clipston Sturgis: Art in education, p. 153-58. 20. C. R. Richards: The industrial art survey: its purpose and scope, p. 159-62. 21. D. L. Hoopingarner: Social education and the labor problem, p. 168-74. 22. F. V. Thompson: Democratization of school administration, p. 175-76.

1908. **Anderson, L. F.** Beginnings in industrial education. Industrial education in ideal commonwealths. School and society, 12: 370-72, October 23, 1920.

1909. **Bennett, Charles A.** The vocational schools of Buffalo. Manual training magazine, 22: 91-94, October 1920. illus.

The all-day vocational school in Buffalo, N. Y.

1910. **Brower, Lyle.** Art for service. Techne, 3: 6-11, May 1920.

Says the study and teaching of art should be a source of enjoyment if it is to realize its mission and be of service. Gives some suggestions for teaching art for service.

1911. **Chapin, Roy B.** Cooperation between education and industry from the viewpoint of the manufacturer. 11 p. 8°.

Reprinted from the Proceedings of the Society for the promotion of engineering education, 1920.

1912. **Holmes, Chester W.** Vocational aims of selected students. Pittsburgh school bulletin, 14: 343-49, 373, 375-77, 379-84, October 1920.

The Carnegie hero fund commission and the students selected for the benefactions.

1913. **Lockridge, Ross F.** An educational opportunity in industry. Educational issues, 1: 157-59, September 1920.

The part-time continuation school conducted in connection with the Wayne Knitting Mills, Fort Wayne, Ind.

1914. **Lyon, Leverett S.** Medieval English apprenticeship as business education. School review, 28: 585-99, October 1920.

Medieval apprenticeship was "an institution relied upon to give candidates for membership in the guilds the ability to conduct a business in a difficult economic and social environment." An historical study.

1915. **Morris, J. V. L.** Programs of apprenticeship and special training in representative corporations. American machinist, 53: 565-68, 657-59, 765-66, 847-52, September 23, October 7, 21, November 4, 1920. illus.

A series of articles in which apprenticeship, as it exists today, will be comprehensively treated. The methods used in different representative machine concerns of various sizes will be presented and discussed. The first article deals with the Schnectady plant of the General Electric Company, the second with the apprenticeship system used by R. Hoe and Company of New York city, the third with the Mergenthaler Linotype Company, of Brooklyn, N. Y., and the fourth with the Westinghouse Electric and Manufacturing Company, of East Pittsburgh, Pa.

1916. **Preston, A. W.** A new method of educational work shop management. Manual training magazine, 22: 95-103, October 1920. illus.

1917. **Rickcord, B. V.** Training for the supervisor's job in industry. *Industrial arts magazine*, 9: 421-28, November 1920.
1918. **Ritter, Richard H.** Industrial education in Korea. *North American review*, 212: 524-30, October 1920.
Says that outside of the Japanese enterprises, the only industrial training in Korea is that offered by the missionaries, who are mostly American. This training, however, is meagre. There are at present 74 agricultural colleges, 8 commercial schools, 4 technical schools, and 1 fishery school founded and supported by the Japanese government.
1919. **Sowers, J. I.** Value of the part-time school. *Educator-journal*, 21: 9-11, September 1920.
1920. **U. S. Federal board for vocational education.** Bibliography of employment management. June 1920. Washington, Federal board for vocational education, 1920. 119 p. 8°. (Bulletin no. 51, Employment management series no. 9)
Section IV, Training, including Rehabilitation and Americanization, p. 39-46.
1921. **Wisconsin state federation of labor.** Instruction in Wisconsin schools. Report of the general executive board to the twenty-eighth annual convention . . . La Crosse, Wis., July 21-24, 1920. Milwaukee, Wis., Pub. by direction of the General executive board, 1920. 28 p. 8°.

VOCATIONAL GUIDANCE.

1922. **Andrews, Hazel M.** Vocational and moral guidance through dramatics. *Education*, 41: 123-31, October 1920.
1923. **Baxter, Mildred F.** Opportunities for college graduates in psychological examining in social service work and education. *Journal of applied psychology*, 4: 207-18, June-September 1920.
Discusses the need for psychological selection of personnel and psychological direction of welfare work.
1924. **Marcus, Lawrence.** Vocational selection for specialized tasks. *Journal of applied psychology*, 4: 186-201, June-September 1920.
A study of selective tests for Hollerith machine operatives.
1925. **Proctor, W. M.** The use of psychological tests in the vocational guidance of high school pupils. *Journal of educational research*, 2: 533-46, September 1920.
Says that such tests are chiefly useful in a negative way, that is, as "a means of discovering to the counselor the kinds of occupations that a given high school pupil would probably better avoid."

AGRICULTURE.

1926. **Crandall, W. G., and Barnett, Albert.** The agricultural teacher's annual plan of work. Clemson College, S. C., Clemson agricultural college, 1920. 91 p. 8°. (Clemson agricultural college, Clemson College, S. C. Bulletin 3)
Summarizes briefly some of the plans for teaching agriculture that have been developed in South Carolina during the past three years.
1927. **Struck, F. Theodore.** Farm shop work in Pennsylvania; a study of repair and construction work as carried on by farmers, and as practiced in the vocational agricultural schools of Pennsylvania. [State College, Pa.] The Pennsylvania state college [1920] 85 p. diagrs. 8°. (On cover: The Pennsylvania state college. School of agriculture. Rural life department. Special bulletin no. 1. May, 1920)

HOME ECONOMICS.

1928. Gillett, Lucy H. How can our work in foods be made more vital to the health of the child. *Journal of home economics*, 12: 385-96, September 1920.

Read before the annual meeting of the Eastern arts association, April 1920. Suggestions for making the work in home economics practical.

1929. Van Duzer, Adelaide Laura. A garment-making project for sixth-grade girls. Cleveland, Ohio, 1920. 8 p. illus. 12°. (Cleveland, Ohio. Board of education. Bulletin, no. 24)

COMMERCIAL EDUCATION.

1930. Brown, Elmer Ellsworth. New York university. Graduate schools of business administration. Opening address . . . September 28, 1920. 14 p. 8°.

1931. Gruenberg, Benjamin C. Commercial education. *School and society*, 12: 300-304, October 9, 1920.

1932. Otto, William N. Practical pointers on teaching commercial English in high school. Clearing house (Goodyear-Marshall publishing company, Cedar Rapids, Iowa) August 1920, p. 1, 4-5.

1933. The Prince alumnae news, no. 5, October 1920. 48 p.

Published by the Prince school of education and store service, Boston, Mass. Contains a number of short articles on education for store service.

1934. United States. Federal board for vocational education. Survey of junior commercial occupations. Washington, Government printing office, 1920. 77 p. 8°. (Bulletin no. 54, Commercial education series no. 4)

ENGINEERING EDUCATION.

1935. Greene, Arthur M., Jr. Cooperation between the preparatory schools, the engineering colleges, and industries as viewed from the standpoint of the educator. *Engineering education*, 11: 5-17, September 1920.

1936. Hughes, H. J. The Harvard engineering school. *Harvard graduates' magazine*, 29: 71-73, September 1920.

CIVIC EDUCATION.

1937. National Catholic war council. Committee on special war activities. Civics catechism on the rights and duties of American citizens. Washington, D. C., National Catholic war council, 1920. 71 p. 12°. (Reconstruction pamphlets, no. 13, August 1920)

Questions and answers based upon the text of the fundamentals of citizenship (Reconstruction pamphlet no. 6)

1938. [The teaching of political parties and the presidential campaign] Historical outlook, 11: 272-80, October 1920.

Contains: 1. H. C. Hill: Political parties and the presidential campaign, p. 272-76. 2. J. M. Gathany: The political campaign in high-school classes, p. 276-78. 3. W. H. Allen: A plea for campaign civics, p. 279-80.

The first article presents a topical outline for the teaching of political parties and the presidential campaign.

AMERICANIZATION.

1939. **Burns, Allen T.** The immigrant. Survey, 45:10-11, 29, October 2, 1920.

Discusses the laws in various states regarding the compulsory use of English as the medium of instruction in immigrant schools. An inquiry into the best methods of Americanization. Gives a bibliography of Americanization studies.

1940. **Gray, Robert Floyd.** The home teacher in California. School and society, 12: 330-34, October 16, 1920.

The work of the home teacher in Americanizing the foreign women of California.

1941. **Quimby, George.** Record of progress in immigrant education. Industry (Boston, Mass.) 6: 9-12, October 9, 1920.

Facts and figures showing what industries have done in two years—prospects for the future of work under supervision of school authorities.

1942. **Service citizens of Delaware.** Americanization in Delaware, 1919-1920. [Newark, Del., 1920] 87 p. illus. 8°. (Bulletin of the Service citizens of Delaware, vol. 1, no. 8, September 1920)

Prepared by Helen Hart, executive secretary of the Delaware Americanization committee.

CONTENTS.—Pt. I. Formulating the program.—Pt. II. Clinching the night school experiment.—Pt. III. Outside the schools.—Pt. IV. Plans for the future.—Appendix.

1943. **Thompson, Frank V.** Schooling of the immigrant. New York and London, Harper & brothers, 1920. 408 p. 12°.

A report on the methods of the agencies actually at work in the field of Americanization. "This is the first of 11 studies of Americanization which aim to establish a common viewpoint between the native and immigrant populations in the interest of national unity."

EDUCATION OF SOLDIERS.

1944. **McMurtrie, Douglas C.** The essentials of a national system for rehabilitation of disabled service men of the American forces. Greenwich, Conn., The Arbor press, 1920. 23 p. 16°.

A statement presented to the Committee on education of the House of Representatives, March 31, 1920.

1945. **Myers, Garry C.** Some pioneer problems worked out with illiterates. Education, 41: 29-32, September 1920.

Says that one remarkable thing about adult illiterates is the speed with which they learn to read and write. Describes methods used in school for illiterate soldiers at Camp Upton, N. Y.

1946. **Segsworth, Walter E.** Retraining Canada's disabled soldiers. Ottawa, J. de Labroquerie Taché, printer to the king's most excellent majesty, 1920. 193 p. plates. 8°.

EDUCATION OF WOMEN.

1947. **McVea, Emilie W.** The present curricula of colleges for women. School and society, 12: 241-45, September 25, 1920.

1948. **Ward, Florence E.** The farm woman's problems. Journal of home economics, 12: 437-57, October 1920.

Presented at the thirteenth annual meeting of the American home economics association, Colorado Springs, June 1920.

Gives some facts brought out by a recent farm home survey conducted by the Department of Agriculture.

NEGRO EDUCATION.

1949. **Grose, Howard B.** A glad day at Spelman seminary. *Missions*, 10: 338-59, May 1920. illus.

Pages 344-50 are devoted entirely to pictures showing the work that is being done in educating the negroes at Spelman seminary, Atlanta, Ga.

1950. **Jones, Thomas Jesse.** Educational adaptations. Report of ten years' work of the Phelps-Stokes fund, 1910-1920. New York, Phelps-Stokes fund, 1920. 92 p. 8°.

EDUCATION OF DEAF.

1951. **Jones, Mabel K.** Language development for primary grades. *Volta review*, 22: 597-603, October 1920.

Gives also a teacher's outline of work, September to June.

1952. **Kinzie, Cora E.** The Kinzie method of speech-reading. *Volta review*, 22: 609-20, October 1920.

A method developed from a combination of the principles of the Müller-Walle and Nitchie methods.

1953. **Nitchie, Elizabeth H.** The Nitchie method of teaching lip-reading. *Volta review*, 22: 621-29, October 1920.

EXCEPTIONAL CHILDREN.

1954. **Kohs, S. C.** The school as an agency in preventing social liabilities. *School and society*, 12: 325-30, October 16, 1920.

Paper read before the annual Conference of the Oregon social workers association, Portland, Oregon, June 29, 1920.

The exceptional child, what is being done for him now in this country and what should be done in order honestly and faithfully to carry out the principles of education in a democracy.

1955. **Wallace, George S.** The feeble-minded as a public school problem. *Educational review* (Frederickton, N. B.) 35: 66-70, October 1920.

EDUCATION EXTENSION.

1956. **Landgraf, George E.** Free correspondence study courses for ex-service men and women under the Educational bonus law. Madison, Wis., State board of education, 1920. 11 p. 8°. (*Wisconsin educational horizon*, vol. 3, no. 1, pt. 3, September 1920. Educational bonus bulletin no. 2)

1957. **Payne, Arthur Frank.** Organization of evening vocational classes. *American school board journal*, 61: 27-29, October 1920.

Some problems involved in the administration of evening vocational schools.

1958. **Smith, Homer J.** Part-time teaching. The teacher, the co-ordinator, teacher training. *National school digest*, 40: 7-9, 84-86, 159-61, September, October, November 1920.

1959. **Starkweather, J. A.** The organization of night schools, including reports, records and directions for organization. *American school board journal*, 61: 29-32, October 1920.

The plan given here is the outgrowth of experience in the city of Duluth, Minnesota.

LIBRARIES AND READING.

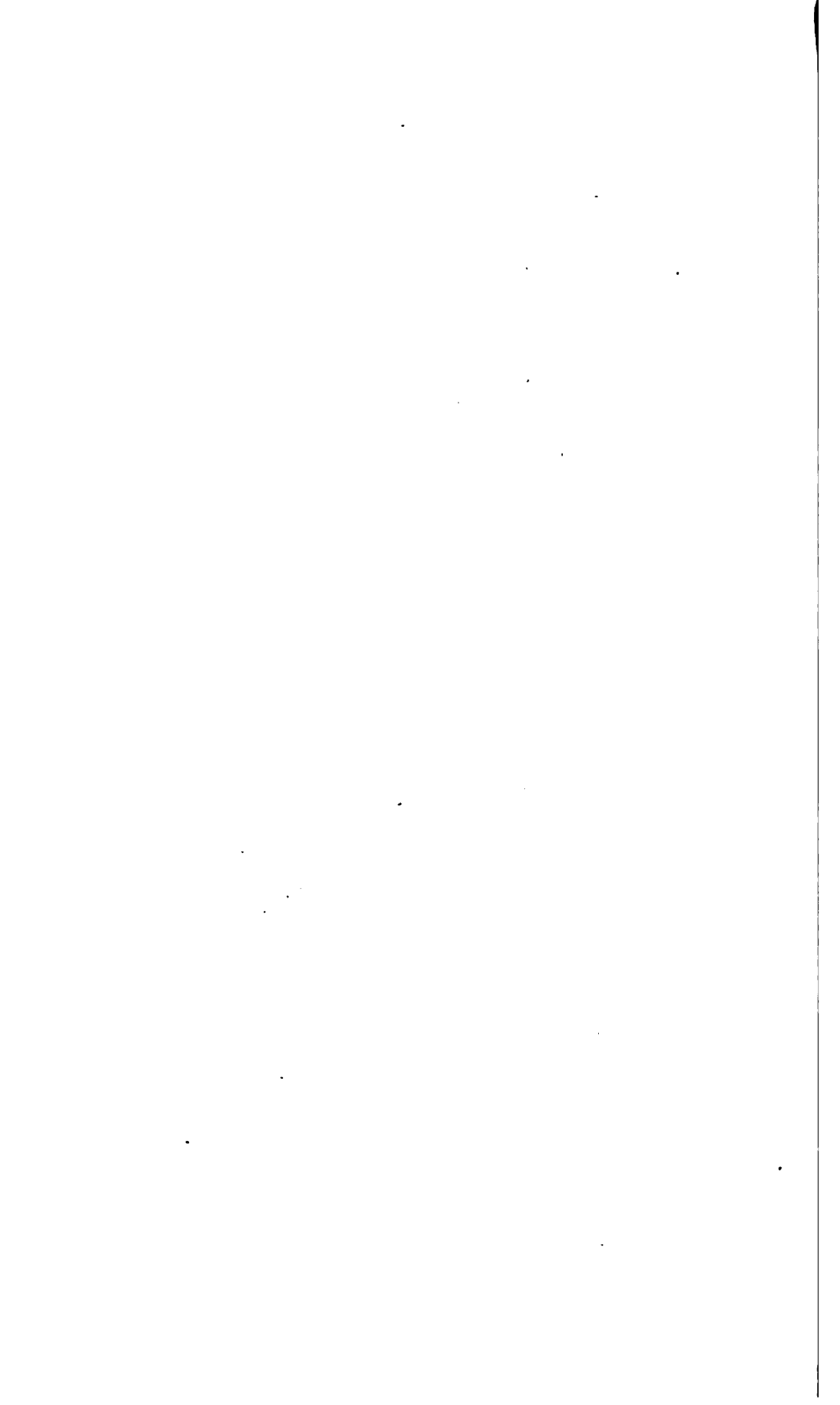
1960. **Hutchins, Margaret.** Guide to the use of libraries. A manual for students in the University of Illinois; by Margaret Hutchins, Alice S. Johnson, Margaret S. Williams. Urbana, Ill., 1920. 179 p. 8°.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1961. Administration and supervision of village schools; by W. S. Deffenbaugh and J. C. Muerman. Washington, 1920. 63 p. (Bulletin, 1919, no. 86)
1962. Development of agricultural instruction in secondary schools; by H. P. Barrows. Washington, 1920. 108 p. (Bulletin, 1919, no. 85)
1963. The eyesight of school children. Defective vision as related to school environment, and methods of prevention and correction; by J. H. Berkowitz. Washington, 1920. 128 p. illus. (Bulletin, 1919, no. 65)
1964. Health training for teachers; by Robert G. Leavitt. Washington, 1920. 15 p. (Health education no. 8)
1965. List of references on educational surveys. Washington, 1920. 16 p. (Library leaflet no. 12, October 1920)
1966. Monthly record of current educational publications. Index, February, 1919-January, 1920. Washington, 1920. 32 p. (Bulletin, 1920, no. 28)
1967. Progress in preparation of industrial teachers; by William T. Bawden. Washington, 1920. 28 p. (Industrial education circular no. 5, July 1920)
1968. Reading course for parents (revised). Washington, 1920. 4 p. (Reading course no. 3, revised)
1969. Report of progress of the subcommittee on college instruction in agriculture. Washington, 1920. 11 p. (Higher education circular no. 21, July 1920)
1970. Salaries in universities and colleges in 1920. Washington, 1920. 43 p. (Bulletin, 1920, no. 20)







DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1920, No. 45

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

DECEMBER, 1920



WASHINGTON
GOVERNMENT PRINTING OFFICE
1920

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—Research—School administration—School management—Schoolhouses and grounds—School hygiene and sanitation—Physical training—Play and recreation—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Vocational guidance—Agriculture—Home economics—Commercial education—Professional education—Civic education—Americanization—Education of soldiers—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTES.

Some especially noteworthy books which have recently appeared are the following, the numbers in parentheses referring to the full entries in this record: Cubberley, History of education (1973); Coursault, Principles of education (1993); Dewey, Methods and results of testing school children (2006); Thwing, American colleges and universities in the Great War (2117); Keith and Bagley, The nation and the schools (2127); Kelly, Training industrial workers (2163).

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1971. **Illinois state teachers' association.** *Journal of proceedings of the sixty-sixth annual meeting . . . held at Springfield, Ill., December 29-31, 1919. Carlinville, Ill. [1920] 216 p. 8°.* (R. C. Moore, secretary, Carlinville, Ill.)

Contains: 1. C. S. Grove: President's address, p. 59-64. 2. J. S. Brown: The teaching of thrift—an educational necessity, p. 71-75. 3. G. T. Palmer: The school and the tuberculosis problem, p. 75-79. 4. The county superintendency in the new constitution; shall the office be made elective by the people, by a board or be appointive? [by] E. H. Lukenbill, p. 99-102; [by] G. O. Smith, p. 102-105. 5. The county superintendent and the community high school [by] R. L. Moore, p. 108-10; [by] Grant Balding, p. 110-13. 6. E. A. Turner: Value and feasibility of extending the service of state normal training schools to employed teachers, p. 115-19; Discussion, by E. W. Powers, p. 119-21. 7. J. L. Dunbar: Interesting the farmer in education, p. 125-30. 8. James McKinney: Industrial education in our schools, p. 130-33. 9. H. A. Bone: Mobilizing the special abilities of members of the community for the use of high school pupils, p. 135-46. 10. G. J. Koons: Testing and its relation to educational guidance, p. 146-49. 11. O. L. Manchester: Thrift and its connection with public high school education, p. 149-53. 12. U. J. Hoffman: Illinois superior one-teacher school, p. 154-56. 13. Grace Geddes: "Free occupations" in primary schools, p. 157-61. 14. Osbourne McConathy: Problems confronting the music department of American schools, p. 162-66. 15. C. F. Miller: The normal plan [of school gardens], p. 170-76. 16. F. H. Currens: A discussion of the Smith-Towner educational bill, p. 183-86. 17. L. H. Robie: Social life of high school girls, p. 201-203. 18. Mrs. H. L. Fleming: Things worth while in parent-teacher association work, p. 204-210.

EDUCATIONAL HISTORY.

1972. **Adamson, John William.** *A guide to the history of education.* London, Society for promoting Christian knowledge; New York, The Macmillan company, 1920. 47 p. 12°. (Helps for students of history, no. 24)
1973. **Cubberley, Ellwood P.** *The history of education. Educational practice and progress considered as a phase of the development and spread of western civilization.* Boston, New York [etc.] Houghton Mifflin company [1920] xxiv, 849 p. plates, illus., maps. 8°. (Riverside textbooks in education)

This work undertakes to present a history of the progress and practice and organization of education itself, and to give to such a history its proper setting as a phase of the history of the development and spread of our Western civilization. It is not a history of educational theories. The book is accompanied by a parallel volume of Readings, containing a large collection of source material illustrative of the historical narrative.

1974. **Haarhoff, Theodore.** *Schools of Gaul; a study of pagan and Christian education in the last century of the Western empire.* London, New York [etc.] Oxford university press, Humphrey Milford, 1920. xli, 272 p. 8°.

The author, who is a South African, finds an interesting parallel between the present language situation in South Africa and the similar situation in Gaul of the fourth century A. D.

1975. **Lambley, Kathleen.** *The teaching and cultivation of the French language in England during Tudor and Stuart times; with an introductory chapter on the preceding period.* Manchester, University press; London, New York, Longmans, Green & co., 1920. xiii, 438 p. 8°.

1976. **MacNeill, J. G. S.** The historical society, Trinity college, Dublin, 1770-1920. Contemporary review, 118: 664-70, November 1920.
Review of the activities and history of the historical society of Trinity college, Dublin.
1977. **O'Brien, George.** An essay on mediaeval economic teaching. London, New York [etc.] Longmans, Green, and co., 1920. 242 p. 8°.
1978. **Parry, A. W.** Education in England in the middle ages. London, W. B. Clive. University tutorial press, ltd., 1920. 264 p. 16°.
Thesis (D. Sc.)—University of London.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

1979. Educational news bulletin, vol. 13, no. 3, November 1920. Madison, Wis. (Good school week.)
Contains an editorial by C. P. Cary and practical suggestions for "good school week" activities.
1980. **Friedman, Elisha M., ed.** America and the new era; a symposium on social reconstruction. New York, E. P. Dutton & company [1920] xxx. 500 p. 8°.
Contains: 1. Foreword, by Herbert Hoover, p. xxiii-xxx. 2. The child and society, by Sophonisba P. Breckinridge, p. 311-22. 3. New demands in education, by Paul Klapper, p. 323-37. 4. Vocational guidance and vocational education, by J. P. Munroe, p. 339-52.
1981. **Graves, Louis.** Wanted: three billions a year for schools. World's work, 41: 167-70, December 1920.
An interview with Dr. Claxton on our educational crisis. The United States commissioner of education discusses the emergency in education. He says that the personnel, buildings, and equipment are far from equal to the demands upon them.
1982. **Harding, W. L.** [Address of the governor of Iowa to the members and prospective members of the Iowa legislature, September 29, 1920.] School life, 5: 3-4, October 15, 1920.
The governor of Iowa makes definite recommendations concerning education in Iowa and urges the members of the legislature to give their best thought and energies to the school problem.
1983. **Hartwell, Ernest C.** The city school of tomorrow. American education, 24: 108-12, November 1920.
Address delivered at the University convocation of the state of New York, October 8, 1920.
The writer says that the city schools of the future are just now far more in need of an honest, non-political, common sense recognition of their fundamental business necessities than they are of new educational philosophy.
1984. **Kennedy, Joseph.** The nature of democracy. [University, University of North Dakota] 1920. p. 43-55. 8°.
Reprinted from the Quarterly journal of the University of North Dakota, vol. 11, October 1920.
Exchange lecture delivered at the University of Manitoba, Winnipeg, March 19, 1920, and repeated at Convocation, University of North Dakota, April 1, 1920—slightly modified in view of each setting.
1985. **National civic federation. Augusta (Me.) branch.** The Augusta survey. A community study and population census of the city of Augusta, Maine. [1920] 155 p. 8°.
L. Eva Summers, survey director.
Pages 36 to 63 of this survey are devoted to education in Augusta.
1986. **Queen, Hallie E.** Some problems of the American teacher in our Spanish-speaking possessions. Journal of education, 92: 377-78, October 21, 1920.

1987. **Spaulding, Frank E.** *The present educational crisis.* Saratoga Springs, N. Y., Skidmore school of arts, 1920. 17 p. 8°.

An address delivered at the commencement exercises of Skidmore school of arts on June 10, 1920.

Says the educational crisis is alarming. It can be adequately met only by prolonged devotion of the best, the most statesmanlike intelligence that the country affords; only by the resolute determination of the most enlightened public sentiment; only by the adoption of the profession of teaching, making it in reality a profession, by hundreds of thousands of thoroughly educated, professionally trained, professionally minded men and women; only by the annual expenditure of unprecedented sums of money.

FOREIGN COUNTRIES.

1988. **Chapman, Charles E.** *The Chilean educational system, with especial reference to the position of the university.* Hispanic American historical review (Baltimore, Md.) 3: 395-403, August 1920.

By a United States exchange professor to Chile. He says that while in a population of some 4,000,000 in Chile, about half—60 per cent according to some accounts—are illiterate, the educational advances of recent years have been marked, especially as regards women.

1989. **Cobb, Sir Cyril.** *London's scheme of education.* Contemporary review, 118: 646-53, November 1920.

Application of the English Education act of 1918 to conditions in London. Prospective expenditures of the Board of education for buildings, salaries of teachers, etc.

1990. **Great Britain.** *Board of education. Report of the Departmental committee on the organisation of secondary education in Wales.* Presented to Parliament by command of His Majesty. London, H. M. Stationery office, 1920. 131 p. 8°.

1991. **Levesque, D.** *La formation professionnelle dans les écoles primaires supérieures.* Revue pédagogique, 77: 235-69, October 1920.

1992. **Schoell, Frank L.** *L'évolution récente des universités françaises.* Modern language journal, 5: 28-37, October 1920.

EDUCATIONAL THEORY AND PRACTICE.

1993. **Coursault, Jesse H.** *The principles of education.* Boston, New York [etc.] Silver, Burdett and company [1920] xii, 463 p. 12°. (Beverley educational series, ed. by W. W. Charters)

The purpose of this book is to make simple, definite, and clear, a body of principles which should guide in educational thought and practice. It takes up the results of experimental science in the investigation of educational practice, and correlates and interprets them in the light of modern philosophy.

1994. **Edwards, A. S.** *The fundamental principles of learning and study.* Baltimore, Warwick & York, Inc., 1920. 239 p. 8°.

1995. **Grandgent, Charles H.** *Old and new; sundry papers.* Cambridge, Harvard university press, 1920. 177 p. 8°.

The papers in this collection have this in common, that they treat, in general, of changes in fashion, especially in matters of speech and of school.

1996. **Turner, Edwin Arthur.** *The essentials of good teaching; with introduction by Lotus D. Coffman.* Boston, New York [etc.] D. C. Heath & co. [1920] xiii, 271 p. 12°.

1997. **Watts, Frank.** *Education for self-realisation and social service.* London, University of London press, ltd., 1920. xii, 275 p. 12°. (The new humanist series. Honorary editor: Benchara Branford)

The thesis maintained in this book is that education is the process by which man learns to regulate his conduct so that it makes for the social as well as his own individual development and well-being.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1998. **Browne, George H.** Headline methods and the moving-picture mind. English leaflet, 20: 1-9, November 1920.
 "The temper of the minds we are supposed to put-and-keep-an-edge on, as it is affected by the superficial, sloppy, and enervating habits of observing, thinking (!), and remembering induced by the wide-spread skimming of periodicals and by over-indulgence in the moving-picture show."
1999. **Martin, Lillian J.** Mental hygiene; two years' experience of a clinical psychologist. Baltimore, Warwick & York, inc., 1920. viii, 89 p. 12°.
2000. **Smith, Eugene R.** Interest and school work. Washington, D. C., Progressive education association, 1920. 7 p. 8°. (Bulletin no. 3, October 1920)
 Some suggestions for arousing interest in school work.
2001. **Thaler, William H.** Modern ideals of child behavior, and their influence on American life. Education, 41: 141-51, November 1920.
 Says it is a mistake to feel, as educators do today, that intelligence can be trained at the school, leaving the sentiments and desires to the parents.

EDUCATIONAL TESTS AND MEASUREMENTS.

2002. **Alexander, Jessie M.** Binet-Simon test in practical use in the public schools of Hinsdale, Illinois. Elementary school journal, 21: 146-48, October 1920.
 Emphasizes the value of the test.
2003. **Anthony, Katherine M.** "Breaking into" tests and measurements. Virginia journal of education, 14: 90-93, November 1920.
 Some suggestions for the beginner in giving standard tests.
2004. **Blair, Sir Robert.** The individual child and methods of teaching. Scientific monthly, 4: 459-63, November 1920.
 The influence upon education of tests to ascertain the needs and capacities of the individual child. Discusses the various experimental tests in vogue, etc.
2005. **Chapman, J. Crosby and Eby, H. L.** A comparative study, by educational measurements, of one-room rural-school children and city-school children. Journal of educational research, 2: 636-46, October 1920.
 An unselected group of 71 children from one-room one-teacher rural schools, ages distributed from 11 to 13 years, in northern Ohio, was compared with a similar group in an average large city (Cleveland) school by administering nine psychological and educational tests. In the tests of abilities which are relatively independent of school training there were but small differences in the attainments of the two groups, but in the remainder of the tests the rural children were notably inferior.
2006. **Dewey, Evelyn.** Methods and results of testing school children. Manual of tests used by the psychological survey in the public schools of New York city, including social and physical studies of the children tested; by Evelyn Dewey, Emily Child, Beardsley Ruml. New York, E. P. Dutton & company [1920] ix, 176 p. plates, tables, diagrs. 8°.
2007. **Dickson, Virgil E.** Mental testing for all kindergarten children. Kindergarten and first grade, 5: 353-56, November 1920.
 Address given before the Kindergarten section of the National education association, Salt Lake City, Utah.
 The writer believes that mental testing is an indispensable factor in the training of kindergarten and primary teachers and supervisors, for working out the readjustment problems in kindergarten and primary education.
2008. ——— The use of group tests in the guidance of eighth-grade and high-school pupils. Journal of educational research, 2: 601-10, October 1920.
 An address delivered before the National association of directors of educational research at Cleveland, Ohio, February 26, 1920.
 The writer finds the group mental tests of great aid in the segregation of pupils into groups according to their capacity to do school work.

2009. **Finley, George William.** A comparative study of three diagnostic arithmetic tests. Greeley, Colo., State teachers college, 1920. 40 p. 8°. (Colorado state teachers college bulletin, ser. 20, no. 4, July 1920)

Pt. I gives a discussion of the value of arithmetic tests in general and a description of the tests used, the Cleveland survey tests, the Woody scale, and the Monroe diagnostic tests.—Pt. II gives the results obtained by giving the three different tests to a group of children and the conclusion reached from these results.

2010. **Griffith, G. L.** Harlan's American history test in the New Trier township schools. School review, 28: 697-708, November 1920.

Test inaugurated in four schools of New Trier township, Cook county, Ill. The test measures historical ability; remembering of facts; and the ability to understand historical materials. But it does not measure, says the writer, "the most important objective of history study, namely, the 'aim of history study is to help solve present-day problems.'"

2011. **Jordan, A. M.** Measurement of some class-room products. Arkansas teacher, 8: 10-14, October 1920.

The director of the Bureau of tests and measurements of the University of Arkansas gives some suggestions for giving the tests and shows the value of the tests.

2012. **Lincoln, Edward A.** The effects of native intelligence upon scores in standard tests. School and society, 12: 441-44, November 6, 1920.

2013. **Myers, Garry C.** School intelligence surveys. Current education, 24: 596-600, October 1920.

A special lecture delivered before the summer school of Lehigh university, June 19, 1920.

Group intelligence tests for children in city schools.

2014. **Pintner, Rudolf, and Beamer, Jeannette.** A mental and educational survey of schools for the deaf. American annals of the deaf, 65: 451-72, November 1920.

Results of mental and educational tests given to about 2,500 deaf children in state institutions and in public day schools.

2015. **Williams, L. A.** Further use of standard tests and scales as a basis for a co-operative research plan. Chapel Hill, The University, 1920. 21 p. 8°. (University of North Carolina record. Extension series no. 37, May 1920)

SPECIAL METHODS OF INSTRUCTION.

PROJECT METHOD.

2016. **Byington, Edwin H.** Student-authorship in history. Journal of education, 92: 429-31, November 4, 1920.

The writer says that student-authorship is simply carrying the laboratory idea one step further in the study of history. The plan is not as difficult as it sounds and it does secure many of the advantages of the laboratory system. Gives the main features of such a plan.

2017. **Horn, Ernest.** What is a project? Elementary school journal, 21: 112-16, October 1920.

Study based on data obtained from 120 advanced students in a course given by the writer at the University of Chicago in 1919. The title of the course was: "The improvement of the study habits of grade- and high-school pupils."

2018. **Indiana.** State board of education. Supervised home project and club work. Issued under the direction of L. N. Hines, state superintendent of public instruction, Indianapolis, Indiana. [Fort Wayne, Ind., Fort Wayne printing company, 1920] 56 p. illus. 12°. (Educational bulletin no. 41. Vocational series no. 20)

2019. The project method for teaching high school composition. *Bulletin of high points*, 2: 24-31, October 1920.
2020. Struble, Mildred C. A big business—English project. *English journal*, 9: 463-66, October 1920.
Teaching business English in the high school at Ellensburg, Washington. Introduction of laboratory method. The class compiled statistics for a state vocational needs survey.
2021. Trybom, J. H. An application of the project method. *Elementary manual training—fifth grade*. *Manual training magazine*, 22: 120-33, November 1920.

VISUAL INSTRUCTION.

2022. Abrams, Alfred W. Visual instruction. p. 142-45. 8°. Reprinted from 1920 edition of *The Encyclopedia Americana*.
2023. Ellis, Don Carlos. Educational uses of industrial film. *Moving picture age*, 3: 13-14, November 1920. illus.
2024. Gause, Frank A. An experiment in the use of the eyes. *Western journal of education*, 26: 6, October 1920.
An address delivered before the Visual education section of the National education association, Cleveland, Ohio, February 1920.
The use of stereoscopic views and lantern slides in the schools of Bay City, Michigan.
2025. Nalder, Frank E. Northwest vast field for film service. *Educational film magazine*, 4: 8-9, 20, November 1920. illus.
What the State college of Washington is doing toward filling the needs of the rural communities for moving pictures.
2026. The use of the cinema in the teaching of geography. *Geographical teacher* (London) 10: 280-82, Autumn 1920.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

2027. Gray, William S. Training pupils to read and study effectively. *Oklahoma school herald*, 28: 1-3, October; 11-13, November 1920.
Describes methods of emphasizing silent reading habits in elementary school instruction.
2028. Hawley, William H. The effect of clear objectives on the teaching of reading. *Journal of the New York state teachers' association*, 7: 191-95, October 1920.
Reading in the upper grades, the need of more definite standards and the results of some reading tests given in the spring of 1919.
2029. Zornow, Theodore A. Reading in the first grade. *Journal of the New York state teachers' association*, 7: 201-208, October 1920.
Some suggestions for teaching reading in the first grade.

SPELLING.

2030. Capps, A. G. Curriculum content of a high-school spelling course. *Journal of educational research*, 2: 626-35, October 1920.
A study of words misspelled by high-school students, showing that approximately 44 per cent of the directed spelling curriculum should consist of commonest words such as are found in Ayres' list, and the remaining 56 per cent should consist of words special to the high-school curriculum.

ENGLISH AND COMPOSITION.

2031. **Bowlin, William B.** Business English—a revolution and an experiment. Illinois association of teachers of English bulletin, 13:1-9, October 1, 1920.

Some tendencies in the teaching of English. The writer says that business English is a study of accuracy and advisedness of expression.

2032. **Collamore, Edna A.** Language training, formative and corrective. Kindergarten and first grade, 5:359-62, November 1920.

Some suggestions for making language training in the first grade more constructive, more effective, and more efficient.

2033. **Hervey, Walter L.** "Of paramount importance." Bulletin of high points, 2:9-13, October 1920.

Language instruction and the shortcomings of high-school and college graduates. Emphasizes the study of words, the study of grammar in a proper way and from a proper point of view, and the study of how to get the point of what is read.

2034. **Kavana, Rose M.** The elements of English composition. Boston, Richard G. Badger [1920] 391 p. 8°.

This work takes the form of an enlarged study program, and deals with the elements of oral and written composition in a way suitable for adoption in the classroom.

2035. **McKee, Mabel F.** Three examples of motivation. English journal, 9:457-62, October 1920.

Discusses the motivation of English literature and composition in the high school.

2036. **Rodkey, Edith.** Oral English as a means of socialization. English journal, 9:440-47, October 1920.

Plan pursued in Stuyvesant high school, New York city. The first 10 minutes of each English class period is set aside for the oral work of one pupil and the criticism of this work.

2037. **Tracy, Gerald C.** The teaching of journalism. America, 24:34-35, October 30, 1920.

Believes that a graduate school in journalism is unnecessary, but a course in journalism has much to offer both to the man who wishes to enter the newspaper field and to the man who is bent on business or the profession of law or medicine.

DRAMATICS.

2038. Bureau of educational dramatics, New York City. Pilgrim plays and pageants, for use in communities, colleges and high schools. School-arts magazine, 20:146-51, November 1920.

2039. **Lewis, B. Roland.** The one-act play in colleges and high schools, with bibliographies and a list of one-act plays for study and production. Salt Lake City, University of Utah, 1920. 25 p. 8°. (Bulletin of the University of Utah, vol. 10, no. 16, February 1920)

2040. **Skinner, Margaret M.** Socializing dramatics. English journal, 9:448-56, October 1920.

Says that play production is a problem of the English teacher, for "it is one of the many extra-curricular activities which seem to fall naturally to him." Gives some developments of the club plan of dramatics in the Wisconsin high school of the University of Wisconsin.

ANCIENT CLASSICS.

2041. **Dean, Mildred.** The high school Latin course. Classical weekly, 14:37-39, November 8, 1920.

Advocates an agreement of the colleges and secondary schools upon a definite course of study for high schools with the elimination of much of the grammar that is now demanded and the addition of the elements now so sadly lacking.

MODERN LANGUAGES.

2042. **Fife, Robert H., jr.** On the teaching of German. *Modern language journal*, 5: 18-27, October 1920.

A paper read before the eleventh annual session of the New York state modern language association, Albany, November 25, 1919.

The present situation in regard to the teaching of German.

2043. **Hazard, Paul.** L'expansion du français dans le monde. *Revue des deux mondes*, 59: 307-27, September 15, 1920.

Third article of a series on the French language and the war. Takes up temporary losses and assured gains in the use of French, the place of French in human culture, the organization of the teaching of French, and the vitality of the French language and of France. Gives particular attention to the study of French in the United States.

An abstract of this article is given in the *American review of reviews*, 62: 530-40, November 1920, under title of "The place of the French language in human culture."

2044. **Saure, E. B. de.** Aims and methods of modern language teaching. *Pennsylvania school journal*, 60: 68-71, August 1920.

2045. **Thomas, Calvin.** Good and bad reasons for studying modern languages in school. *Modern language journal*, 5: 1-11, October 1920.

This is one of the last papers prepared by the author before his death. He was to have read it before a meeting of the New York state modern language association.

MATHEMATICS.

2046. **Davis, Margaret E.** The teaching of mathematics in the junior high schools. *Mathematics teacher*, 13: 13-24, September 1920.

Discusses the methods and subject-matter of the mathematics course as a whole.

2047. **Dresden, Arnold.** Why study mathematics? *School and society*, 12: 390-95, October 30, 1920.

2048. **Souder, Wilmer.** The metric system: its relation to mathematics and industry. *Mathematics teacher*, 13: 25-35, September 1920.

Discusses the teaching of the metric system in schools; its value in the scientific and practical world.

SCIENCE.

2049. **Great Britain. Board of education.** Some experiments in the teaching of science and handwork in certain elementary schools in London. London, H. M. Stationery office, 1920. 54 p. 8°. (Educational pamphlets, no. 36. Elementary school series no. 11)

2050. **Hunter, C. W.** The sequence of science in the junior and senior high school. *High school journal*, 3: 163-65, October 1920.

Gives a brief history of science teaching, showing how science is used in our everyday life and then giving the sequence of subject matter.

GEOGRAPHY.

2051. **Chamberlain, James F.** Geography in the secondary schools. *Journal of geography*, 19: 272-74, October 1920.

2052. **Nichols, Andrew.** Commercial geography as vocational guidance. *School science and mathematics*, 20: 706-14, November 1920.

Says that the great majority of pupils in great industrial centers are being prepared for business and not for the university. The business man obtains his information from technical and trade journals, not from college textbooks. If commercial geography teachers overlook this fact, they are neglecting the very best material for vocational guidance.

2053. Thomas, Helen G. How shall we teach geography? *Journal of geography*, 19: 250-54, October 1920.

Says that the latest development has been *human geography*, in which people supersede things in order of importance, the inanimate features of the earth being treated in the light of their relation to the animate. Emphasizes the advantages of regional geography.

2054. Whitbeck, E. H. The rejuvenation of geography. *School and society*, 12: 415-20, November 6, 1920.

Abridged from an address before the Missouri state teachers' association, November 1919.

The teaching of geography in the elementary and high schools and in the universities and the effect of the war on geography teaching.

SOCIAL SUBJECTS.

2055. Carrier, F. W. A topical method in United States history as a social study. *Historical outlook*, 11: 313-16, November 1920.

2056. Teaching, vol. 5, no. 4, October 1920. (History and civics)

Contains: 1. W. W. McConnell: Dynamic civics and leadership in the Nadesha high school, p. 3-8. 2. Pelagie Williams: The history teacher's opportunity, p. 8-9. 3. F. K. Hinchman: The laboratory method in high-school history, p. 10-13. 4. Josephine Weatherly: The correlation of history and literature, p. 12-16. 5. H. W. Ross: Civics a living subject, p. 16-18. 6. Gertrude Brown: History in the intermediate grades, p. 18-22. 7. Histories of the Great war, p. 25-26.

MUSIC.

2057. Frampton, John B. The college extension departments and the study of music. *Education*, 41: 192-98, November 1920.

Study based on replies to a questionnaire sent to various colleges by the extension department of the Iowa state teachers' college. Among other phases of the subject discusses "community sings."

SAFETY.

2058. Detroit, Mich. Board of education. A course of study in safety education. Detroit, Board of education, 1920. 31 p. 8°.

Prepared by Harriet E. Beard, supervising instructor safety education, Detroit teachers' college.

2059. Stineman, Norman M. Safety to public school children in well-planned fire-proof buildings. *American city*, 23: 468-70, November 1920.

THRIFT.

2060. National education association. National council of education. Committee on thrift education. Thrift education with actual results. 1920. 24 p. 8°.

The proceedings of the conference of the Committee on thrift education of the National education association, held at Salt Lake City, Utah, July 1920. Edited by Arthur H. Chamberlain, Flood Building, San Francisco, California.

2061. Risley, J. H. Teaching thrift in the public schools. *Southern school journal*, 21: 18-23, November 1920.

KINDERGARTEN AND PRIMARY SCHOOL.

2062. Cunningham, Bess V. The beginnings of educational work in the standardized elementary school. Its aim, scope, and method. Kindergarten and first grade, 5: 363-66, November 1920.

Address given before the Kindergarten section of the National education association, Salt Lake City, Utah.

2063. **Today's housewife**, Cooperstown, New York. [Pamphlets of interest to mothers] 5 pamphlets. 8°.

1. *Today's housewife school of motherhood*, by Emma G. Wallace, 11 p.—
2. *Educative play for the little child. What can be done with scissors and paste*, by Sara L. Littell, 7 p.—
3. *Educative play for the little child. Numbers and letters learned through play*, by Sara L. Littell, 7 p.—
4. *How to tell stories and why*, by Florence P. Lippitt, 27 p.—
5. *What stories to tell and when*, by Florence P. Lippitt, 20 p.

RURAL EDUCATION.

2064. **Collings, Pryor McBee**. How to improve rural school supervision. *Missouri school journal*, 37: 421-24, November 1920.

Some suggestions for helping rural teachers through (1) Personal conferences; (2) Observation of work in other schools; and (3) Monthly group conference at the centers.

2065. **Davis, Jackson**. Building a rural civilization. Some educational results among southern negroes. *Southern workman*, 49: 501-508, 549-62, November, December 1920. illus.

I. County training schools in the South.—II. Supervising industrial teachers.

2066. **Knight, Edgar W.** The State university and rural schools. *High school journal*, 3: 177, 182-83, October 1920.

Substance of an address at Berea College, Kentucky, May 10, 1920, on "How can the State universities promote rural school progress?"

2067. **Preston, Josephine Corliss**. Standardization of schools in the state of Washington. *American school*, 6: 170-71, 190, June 1920.

A standard rating card for the rural schools of Washington and directions for rating.

2068. **Rapeer, Louis W.** Health and the rural school. *Modern medicine*, 2: 703-6, October 1920.

Says that schools are a factor in the welfare and development of the community, physically and mentally.

2069. **Southwest Missouri state teachers college, Springfield, Mo.** Bulletin, vol. 15, no. 5, October 1920. illus.

Contents: 1. W. Y. Foster: A proposed solution for the problem of county supervision in Missouri, p. 4-27. 2. F. F. Thompson: Demonstration rural schools, p. 29-50.

SECONDARY EDUCATION.

2070. **Dietrich, Marion C.** Attendance in high schools. *Inter-mountain educator*, 16: 51-54, October 1920.

Deals with the attendance of the pupil after he has enrolled—how to keep him coming regularly and punctually.

2071. **Fowler, Burton P.** The social organization of a high school. *School and society*, 12: 396-99, October 30, 1920.

Points out some possibilities of capitalizing the social instincts of adolescent pupils through an effective organization of the so-called "Outside activities."

2072. **Hudelson, Earl**. Democracy and the junior high school. *School and society*, 12: 461-66, November 13, 1920.

2073. **Jackman, E. D.** The Dalton plan. *School review*, 28: 688-96, November 1920.

The Dalton plan, which was originated by Miss Helen Parkhurst, of the Child education foundation of New York city, and put into operation in the high school, comprises the following: (1) Monthly assignment; (2) freedom of study; (3) freedom of progress; (4) individual instruction; and (5) group creativeness. It was inaugurated in the high school of Dalton, Mass., with considerable effect.

2074. **Kephart, A. P.** A measure of high school efficiency. *High school journal*, 3: 195-99, November 1920.

A study made to ascertain the quality of the class room performance of college freshmen and to discover from what sources the college is getting students who do superior or inferior work during the freshman year.

2075. **Kittredge, H. C.** The undiscovered country. *Atlantic monthly*, 126: 646-53, November 1920.

The writer of this article is a master in St. Paul's school, Concord, N. H. He narrates in story form a day's experiences of a master in a boys' boarding school, during which he passes through all the attitudes, right and wrong, that people hold toward school-teaching, and at the end discovers that there is far more to be learned than he has yet mastered.

2076. **Koos, Leonard V.** The peculiar functions of the junior high school: their relative importance. *School review*, 28: 673-81, November 1920.

Writer characterizes the peculiar functions as follows: "1. Realizing a democratic school system through (a) retention of pupils, (b) economy of time, (c) recognition of individual differences, (d) exploration for guidance, (e) vocational education. 2. Recognizing the nature of the child. 3. Providing the conditions for better teaching. 4. Securing superior scholarship. 5. Improving the disciplinary situation and socializing opportunities."

2077. **Ohio.** Department of public instruction. The junior high school, manual of requirements and suggestions. Prepared by W. L. Spencer and Geo. M. Morris. Ed. and rev. by Walton B. Bliss, assistant superintendent of public instruction. Issued under the direction of Vernon M. Riegel, superintendent of public instruction. Columbus, O., The F. J. Heer printing co., 1920. 39 p. 8°.

2078. **Pearson, T. M.** Declared purposes of typical high schools. *Arkansas teacher*, 8: 8-12, September 1920.

Reveals some of the purposes of typical American high schools as they are disclosed in the school reports, catalogues, and courses of study of some twenty high schools.

2079. **Pettit, Walter W.** Self-supporting students in certain New York city high schools. *New York, New York school of social work*, 1920. 37 p. 8°.

A study of the self-supporting students in the high schools of New York city, showing what the high schools are doing to help the working student, and the ways in which schools can be of greater assistance to the student who must support himself.

2080. **Richardson, B. C.** Faculty organization in the Theodore Roosevelt high school (Alton, Illinois). *School review*, 28: 682-87, November 1920.

The purpose of the organization is to delegate to responsible heads or head assistants some of the details that occupy so much of the principal's time, and to leave him free for more extensive supervision, etc.

2081. **Sleman, Emily F.** College preparation in the combination high school. *School and society*, 12: 420-34, November 6, 1920.

Educational guidance in the choice of electives especially in connection with students intending to go to college.

2082. **Stouffer, Karl J.** Sundays in a boarding school. *Religious education*, 15: 276-81, October 1920.

A study of 34 private boarding schools in order to ascertain the practice in regard to amusements, church services, etc., on Sunday.

NORMAL TRAINING.

2083. **Colorado state teachers college, Greeley, Colo.** Sections one and two of the educational survey of Colorado state teachers college. Greeley, Colo., State teachers college, 1920. 148 p. 8°. (Colorado state teachers college bulletin, ser. 30, no. 5, August 1920)

Sec. 1. Administrative control. Sec. 2. Educational organization.

2084. **Foster, Frederick M.** The training of college teachers. School and society, 12: 475-78, November 20, 1920.

The writer says that the average college and university professor is a poor teacher for he has never been trained in the technique of teaching. Makes suggestions for the training of college teachers in the methods of teaching before they start on their career.

2085. **Indiana state normal school, Terre Haute, Ind.** The semi-centennial celebration of the Indiana state normal school, January 6-9, 1920, in commemoration of the completion of fifty years of work. Terre Haute, Ind., State normal school, 1920. 83 p. plates. 8°. (Indiana state normal school bulletin, vol 13, no. 4, June 1920)

2086. **Indiana. State teachers' training board.** Teacher training in Indiana. Manual with courses of instruction. Indiana, State teachers' training board, 1920. 48 p. 8°. (Educational bulletin no. 43, Teacher training series, no. 2)

Suggested list of books for the professional study of education, p. 43-48.

2087. **James, Benjamin B.** Experimental education in normal schools. School and society, 12: 385-90, October 30, 1920.

Read at the meeting of the Association of Wisconsin normal teachers, Madison, Wis., January 24, 1920.

2088. **Pearse, C. G.** The function of Wisconsin normal schools. Wisconsin journal of education, 52: 284-87, November 1920.

2089. **Thabault, Roger.** La culture intellectuelle des instituteurs. Revue pédagogique, 77: 185-98, 270-82, September, October 1920.

Writer is a professor in a French normal school. He presents first the means by which normal instructors may impart to their pupils a taste for things intellectual; secondly how a teacher living in the country may from his own resources maintain and enrich his intellectual life.

2090. **Wilson, Lester M.** Training departments in the state normal schools in the United States. Charleston, Ill., Eastern Illinois state normal school [1920] 115 p. 8°. (Normal school bulletin, no. 66, October 1, 1919)

"The purposes of the present study are to find: (1) What the training facilities of state normal schools are and how the training departments are organized; (2) the amount and nature of the students' contact with the training departments; (3) the relation of the teachers in other departments of the normal school to the work of the training department and the participation by the training school staff in the work of other departments; (4) what purposes the training departments propose to accomplish and how the training departments are organized and operated to accomplish these ends."

2091. **Winship, A. E.** What has strangled the normal schools? Journal of education, 92: 455-56, November 11, 1920.

The writer says that while the colleges and universities are overcrowded, the normal schools are gasping for breath. The only relief is to make all normal schools real colleges, with the privilege of giving real degrees which shall have full credit in any public school market.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

2002. **Almack, John C.** The selection of teachers. *American school board journal*, 61: 29-31, November 1920.

"The purpose of this study is (1) to discover the nature of the information school officers now gather about prospective teachers, (2) to indicate what can be objectively measured, what is mere opinion, and what is irrelevant, (3) to suggest forms that will embody inferences gained from the consideration mentioned, and (4) to raise the question of the extent to which schools prepare teachers along the lines appointing officers believe fundamental."

2003. Are teachers human beings? *American school board journal*, 61: 44-45, 100, 104, November 1920.

A Los Angeles high-school teacher shows how teachers can be more human.

2004. **Institute for public service, New York.** Why I like teaching. *Journal of education*, 92: 408-409, October 28, 1920.

Prize essays by John Dixon, Elizabeth Pardee, and B. Witkowsky.

Also in *American schoolmaster*, 8: 302-305, October 1920, and in various other periodicals.

2005. **Kempner, Aubrey J.** How professors live. *School and society*, 12: 436-441, November 6, 1920.

Conditions prevailing among the faculty of the University of Illinois.

2006. **Kendall, Calvin N.** The crumbling second line of defense. *Outlook*, 126: 548-50, November 24, 1920.

Discusses the question of teacher shortage, and suggests the following remedies: (1) By readjusting teachers' salaries; (2) by keeping the schools free of politics; (3) by assisting teachers to find comfortable and attractive homes; (4) by making school conditions as attractive and convenient as practicable; (5) by consolidating schools; (6) by enforcing compulsory education laws; (7) by having more democracy in the schools; (8) by giving a teacher a reasonable number of children to teach; (9) by raising the prestige of the teacher; (10) by establishing an adequate pension system.

2007. **MacLean, R. B.** Study of the supply and demand. *National school digest*, 40: 153-56, November 1920.

The elementary teachers in the graded and high schools of Minnesota, their training and tenure.

2008. **Strayer, George D.** Actual school conditions in 350 American cities. *American city*, 23: 464-67, November 1920.

Results of nation-wide inquiry on teachers' salaries and training. Illustrated with graphs.

2009. **Werner, William L.** The ethics of academic freedom. *American teacher*, 9: 151-56, October 1920.

Bibliography: p. 156.

Thesis presented in education at summer session of Columbia university, July 1920.

A selective summary, chiefly of numerous articles and reports, that have discussed various phases of academic freedom in America.

2100. **Williams, Henry Horace.** The spiritual life and the teacher. *High school journal*, 3: 199-202, November 1920.

An address delivered before the University of North Carolina summer school, June 29, 1920.

HIGHER EDUCATION.

2101. **Association of American colleges.** *Bulletin*, vol. 6, no. 3, October 1920.

Contains: 1. Vocational distribution of college graduates, p. 12-23. 2. College student migration—1918-1919, p. 24-47.

2102. **Abbott, William L.** The functions of the governing board in the administration of the university. *School and society*, 12: 445-49, November 13, 1920.

Address delivered on the occasion of the installation of Dr. Marion LeRoy Burton, as president of the University of Michigan, October 14, 1920.

2103. **Angier, Roswell P.** The college of the future. *Yale alumni weekly*, 30: 104-107, October 22, 1920.

An address given at the annual convocation of the University of the State of New York, Albany, on October 7 and 8, 1920.

2104. **Barnes, Julius H.** Colossal growth of colleges and universities. *Journal of education*, 92: 405-406, October 28, 1920.

Results of a study made by the Institute for public service, New York, showing the number of students in 1914 and in 1920.

2105. **Bartlett, Murray.** The University and the city. *University of Buffalo studies*, 1: 211-16, October 1920.

Address to the graduates at the seventy-fourth commencement, June 11, 1920. The development of the city university of Buffalo.

2106. **Burton, Marion LeRoy.** The function of the state university. *American schoolmaster*, 8: 285-302, October 1920.

Inaugural address delivered at the inauguration of President Burton at Ann Arbor, October 14, 1920.

Also in *School and society*, 12: 255-69, October 23, 1920, and *Michigan alumnus*, 27: 17-32, October 1920.

2107. ———. What must the colleges do? *Engineering education*, 11: 30-53, October 1920.

The college of liberal arts and the demands made upon it by the needs of the times.

2108. **College entrance examination board.** Twentieth annual report of the secretary, 1920. New York, Pub. by the Board, 1920. 138 p. 8°.

2109. **Hull, Callie.** Doctorates conferred in the sciences by American universities in 1920. *Science*, n. s. 52: 478-83, 514-17, November 19, 26, 1920.

Statistical compilation. Chemistry continues to head the list of subjects in which the doctorates were conferred.

2110. **James, Edmund Janes.** Sixteen years at the University of Illinois; a statistical study of the administration of President Edmund J. James. [Urbana] Pub. by the University of Illinois press, 1920. 263 p. col. front. (port.) illus. (incl. map) plates, plans. 8°.

2111. **Krauss, Paul H.** The state university, a challenge to the church. Chicago, Ill., Pub. by the Board of education of the United Lutheran church in America, 1920. 15 p. 8°.

2112. **Leighton, Joseph A.** The functions of the faculty in the administration of a university. *School and society*, 12: 449-58, November 13, 1920.

Address delivered at the inaugural session of the Educational conference held on the occasion of the inauguration of President Marion LeRoy Burton of the University of Michigan, October 14, 1920.

Advocates more recognized participation of the faculty in the administration of the university.

2113. **Lowell, Abbott L.** The art of examination. *Harvard alumni bulletin*, 23: 136-38, November 11, 1920.

Address delivered at the inauguration of President Burton of the University of Michigan. President Lowell says we need an improvement in our examination system which will measure the grasp of a whole subject rather than a certain amount of miscellaneous knowledge.

2114. **Park, Julian.** The city and the university. [Buffalo, University of Buffalo, 1920] [12] p. 12°. (University of Buffalo studies)
The municipality of Buffalo and its university.
2115. **Rhees, Rush.** Privilege and obligation. University of Buffalo studies, 1: 218-26, October 1920.
The University of Buffalo and how it can furnish the youths of the city the privileges which will place them under obligations to be worthy citizens.
2116. **Scott, Austin W.** Education and the dead hand. Harvard law review, 34: 1-19, November 1920.
Discusses the law regarding educational and other charitable endowments. Presents the case of Dartmouth College.
2117. **Thwing, Charles Franklin.** The American colleges and universities in the Great War, 1914-1919; a history. New York, The Macmillan company, 1920. 276 p. 8°.
This history helps to prove that the higher education, in the person of its teachers and students of successive generations, trains men for the service of the nation.
2118. **Webster, Arthur G.** Education and learning in America. Scientific monthly, 11: 419-28, November 1920.
Criticizes the efficiency of the work in our colleges and universities. Contrasts our methods with those in European institutions. Says that the criticisms made by President Eliot on West Point are eminently sound.
2119. **Wiltbye, John.** The college man in government. America, 24: 117-18, November 20, 1920.
The percentage of college men among the presidents of the United States, senators, governors, judges, etc.

RESEARCH.

2120. **Merriam, John C.** The research spirit in everyday life of the average man. Science, n. s. 52: 473-78, November 19, 1920.
Influence of education on the research spirit. Says that education with "its varying emphasis on the fundamental truths of science, philosophy, human relations and religion is our principal safeguard."
2121. **Pollard, A. F.** A school of historical research. Contemporary review, 118: 507-13, October 1920.
Discusses the establishment of a school of historical research in London, thanks to the munificence of an anonymous donor.

SCHOOL ADMINISTRATION.

2122. **Bonner, H. R.** A graphic method for presenting comparative cost analysis. p. 277-88. 8°.
Reprinted from Quarterly publications of the American statistical association, September 1920.
2123. **Bunce, Edgar F.** The superintendent's relation to the board of education and his part in their meetings. American school board journal, 61: 55-56, November 1920.
Gives six fundamental principles which should govern a superintendent in his relations with his Board of Education: (1) Know your board, (2) Get the board to respect you, (3) Respect a member's point of view, (4) Be a leader of your board and not a follower of the ideas of one or two members, (5) Use common sense and stick-toitiveness, and (6) Be tactful.
2124. **Capen, Samuel P.** Arguments against the Smith-Towner bill. Educational review, 60: 285-95, November 1920.
Presents arguments against the bill under three captions: (1) Failure to co-ordinate Government's educational activities; (2) Federal appropriations and their administration; (3) Inconsistencies. Under the latter head he says that the bill does not specify the inclusion of the Federal board for vocational education in the new department. Instead of the provisions of the Smith-Towner bill, Dr. Capen would advocate the creation of a "department of education and science."

2125. **Hammond, Josephine.** The challenge to the American school. North American review, 212: 658-67, November 1920.
A plea for Federal supervision and support of public education.
2126. **Holley, Charles E.** A national system of elementary education. Educational review, 60: 315-29, November 1920.
Advocates a system of education partially subsidized and advised from the national capital, and pronounces in favor of the Smith-Towner bill.
2127. **Keith, John A. H., and Bagley, William C.** The nation and the schools; a study in the application of the principle of federal aid to education in the United States. New York, The Macmillan company, 1920. xvii, 364 p. 12°.
Presents facts and arguments designed to show that the federal government should aid in the support of public schools throughout the country, and that to administer this aid a national department of education should be established at Washington.
2128. **Magill, Hugh S.** The Smith-Towner bill. Educational review, 60: 296-307, November 1920.
Argues in favor of bill. Says that education can not be disregarded by the national government.
2129. **Mann, Charles R.** The national organization of education. Educational review, 60: 308-14, November 1920.
Doubts the expediency of the Smith-Towner bill. Says that the temptation of a central office of education is to neglect "the eternal search for sound principles, and to settle down to a routine administration of an established system."
2130. **Smith, H. P.** The accounting system and budget of a small city. American school board journal, 61: 41-43, 100, November 1920.
2131. **Strayer, George D.** Why the Smith-Towner bill should become a law. Educational review, 60: 271-84, November 1920.
A plea for the passage of the bill. Emphasizes the necessity for a national program for the removal of illiteracy and for the Americanization of the foreign born. Argues against the substitution of a national board of education for a department of education, as has been suggested.
2132. **Swift, Fletcher Harper.** Common school finance in Colorado and certain inferences of national import. Journal of educational research, 2: 647-67, October 1920.
To be concluded in the November issue.

SCHOOL MANAGEMENT.

2133. **Anthony, Katherine M.** Adapting school procedure to individual differences in children. Virginia journal of education, 14: 43-45, October 1920.
2134. **Armentrout, W. D.** Home study below the tenth grade. Techne, 3: 7-10, October 1920.
The writer thinks that the major portion of study should be done during the period of supervised study at school. Home study is better adapted to some subjects than to others. Gives some advantages and disadvantages of home study in history.
2135. **Craddock, Ernest A.** The class-room republic. London, A. & C. Black, Ltd., 1920. 80 p. 12°.
Some experiments in student self-government in a day secondary school in England; the advantages of the system and some objections.
2136. **New York (City).** Department of education. Bureau of attendance. Report. . . for the period between July 31, 1915 to July 31, 1918. New York city, Department of education [1920?] 294 p. tables. 8°.

2137. **Perkins, Glen O.** The question of grades. *Idaho teacher*, 2: 129-32, November 1920.

A system of grading based upon a distribution according to the normal frequency curve. Claims the following advantages for the system, first, scientific distribution, second, absence of a failure grade, and, third, uniformity of grades.

SCHOOLHOUSES AND GROUNDS.

2138. **Cooper, Frank Irving.** Determining the number of rooms for a departmental school building. *American school board journal*, 61: 34-37, 100, November 1920. illus.

A paper read before the Department of school administration of the National education association at its annual meeting July 7, 1920, in Salt Lake City.

2139. **Thornton, H. Newton.** Modern school buildings in Idaho. *American school board journal*, 61: 46-51, 96, November 1920. illus.

SCHOOL HYGIENE AND SANITATION.

2140. **International conference of women physicians.** Proceedings. . . September 15 to October 25, 1919. New York, The Woman's press [1920] 6 v. 8°.

Vol. I. General problems of health.—Vol. II. Industrial health.—Vol. III. The health of the child.—Vol. IV. Moral codes and personality.—Vol. V. Adaptation of the individual to life.—Vol. VI. Conservation of health of women in marriage.

Contains: Vol. I.—1. J. Anna Norris: Exercises in colleges, p. 73-79. 2. I. S. Wile: Health classes for children, p. 190-208. 3. Lillian Welsh: Health education in the college, p. 215-27; Discussion, p. 227-33. Vol. III.—4. H. L. K. Shaw: Special factors in management favoring normal development of the child, p. 5-19; Discussion, p. 19-25. 5. S. Josephine Baker: Child hygiene, p. 25-38. 6. Frederick Peterson: Child health, p. 39-45. 7. W. A. McCall: Open air schools, p. 46-62; Discussion, p. 62-64. 8. W. H. Kilpatrick: Value of work in the development of the child, p. 64-77. 9. Grace Fulmer: The value of play in the life of a child, p. 77-90. Vol. V.—10. Robert Rees: Moral education in the army, p. 131-44; Discussion, p. 145-59. 11. M. J. Exner: Sex education in colleges, p. 159-68; Discussion, p. 168-206.

2141. **Daukes, S. H.** The health factor in education. *Child* (London) 11: 33-47, November 1920.

Discusses educational school service; care of the mentally backward child; effects of physical defects; school derelicts, etc.

2142. **Estes, William L., jr.** The causes and occurrences of functional scoliosis in college men. *Journal of the American medical association*, 75: 1411-14, November 20, 1920.

Study based on physical examinations of the entering freshman class at Lehigh university, 1912 to 1919, with the exception of 1918. Functional scoliosis is held "to be that form of lateral curvature of the spine in which no permanent bony change is apparent and which disappears with recumbency, i. e., on lying down." Presents therapeutic measures.

2143. **Hill, Lewis W.** Some observations on the trend of modern pediatric teaching. *Boston medical and surgical journal*, 183: 475-80, October 21, 1920.

Newer ideals in the study and teaching of the diseases of infancy and childhood.

2144. **Hulburt, Ray G.** Live course in hygiene and health. *National school digest*, 40: 155-57, November 1920. illus.

The work the State teachers college at Kirksville, Mo., is doing in teaching how to diagnose disease.

2145. **Watson, John B., and Lashley, K. S.** A consensus of medical opinion upon questions relating to sex education and venereal disease campaigns. *Mental hygiene*, 4: 769-847, October 1920.

Study based on replies to a questionnaire, which was sent to prominent physicians in the United States by the psychological laboratory of the Johns Hopkins university.

PHYSICAL TRAINING.

2146. **Middle west society of physical education and hygiene.** Papers from the seventh annual meeting. . . Chicago, Ill., April 23-24, 1920. *American physical education review*, 25: 283-305, October 1920.

Contains: 1. W. P. Bowen: The fundamental essentials of physical education, p. 283-86. 2. Ten minute addresses on the present trend. Athletics [by] J. L. Griffith, p. 286-86; Gymnastics [by] Lydia Clark, p. 287-88; Swimming [by] Tom Robinson, p. 288-90; Play and recreation [by] T. J. Smergalski, p. 290-92. 3. E. D. Caulkins: What physical educators can do to help secure the establishment of universal physical education in this country, p. 301-304.

2147. **Erd, Robert L.** Universal physical education in schools for the deaf. *American annals of the deaf*, 65: 487-98, November 1920.

Suggests a health program for the physical training of deaf pupils.

2148. **Wittich, George.** Physical efficiency in the city elementary schools. *Mind and body*, 27: 259-72, November 1920.

Read at the convention of the American physical education association, New York, April 1920.

PLAY AND RECREATION.

2149. **Doebelin, Maud I.** Recreation versus delinquency. *School and society*, 12: 478-87, November 20, 1920.

The present situation in regard to recreation and delinquency. The writer says that the problem of juvenile crime is largely a problem of play, or opportunity for play. Shows how playgrounds and recreation centers have decreased delinquency.

2150. **Recreation for blind children.** *Playground*, 14: 481-88, November 1920.

The importance of recreation and some suggestions for indoor and outdoor recreation for blind children.

SOCIAL ASPECTS OF EDUCATION.

2151. **Colborn, Lois, and Mauren, Signe.** The socialized recitation from the students' standpoint. *Education*, 41: 171-75, November 1920.

A paper written by two students of the Queen Anne high school, Seattle, Wash.

2152. **Nolan, Ona I.** The socialized program as adapted to the intermediate school. *Journal of education*, 92: 371-76, October 21, 1920.

Tells how the Emerson school, Boston, furnishes opportunities for the self-activity and social contact of its pupils.

2153. **Phillips, Daniel E.** The school as a community-force. *American education*, 24: 60-64, October 1920.

Suggests some lines of practical, possible and necessary reforms to make the school a community-force.

2154. **Wiley, George M.** Adjusting the school system to the new world situation through the community center. *American education*, 24: 113-15, November 1920.

Address delivered at the annual meeting of the National education association, Salt Lake City, July 1920.

Outlines briefly the importance of united community effort in the post-war problems to be worked out.

CHILD WELFARE.

2155. **Cates, Henry Joseph.** The welfare of the school child. New York, Funk and Wagnalls company [1920] ix, 154 p. plates. 12°.

Deals with the conditions of physical and mental health for school children.

2156. **Spielman, M. A.** Romance of child reclamation. London, Reformatory and refuge union, 1920. 144 p. 12°.

RELIGIOUS EDUCATION.

2157. **Beard, Frederica.** Pictures in religious education. New York, George H. Doran company [1920] 157 p. plates. 12°.

2158. **Betts, George H.** The curriculum and the college department of religion. Religious education, 15: 257-63, October 1920.

2159. **Coburn, Camden M.** The Bible in the college curriculum. How shall we relate Biblical teaching to other subjects in the college? Religious education, 15: 264-70, October 1920.

2160. **Kelly, F. J.** The religious study. How students meet Christian influence from time of arrival. University of Kansas news letter, 20: 3-4, October 1920.

Religious life at the University of Kansas, church affiliation of students, etc.

2161. **Bowley, Francis H.** The teacher's helper in humane education. Boston, Mass., The American humane education society, 1920. 31 p. 8°.

MANUAL AND VOCATIONAL TRAINING.

2162. **Huling, Caroline Alden.** Occupational therapy. A door of hope for the maimed. Social progress, 4: 236-38, November 1920. illus.

A résumé of the work that has been done in training the disabled for occupations.

2163. **Kelly, Roy Willmarth.** Training industrial workers. New York, The Ronald press company, 1920. xxi, 437 p. 8°.

"The first comprehensive book on the subject of education in industry . . . written to tell industrial managers and educational directors about the lessons which both school people and manufacturers have learned in shop and factory education," and how to apply these lessons.

2164. **Mock, Harry E.** Reclamation of the physically handicapped. Journal of the American medical association, 75: 1406-11, November 20, 1920.

Emphasizes vocational training, placement and follow-up work.

VOCATIONAL GUIDANCE.

2165. **Reed, Anna Y.** Junior wage earners; prepared especially for the information and use of business men, normal schools, teachers' colleges, public school teachers, and employees of the United States employment service; by Anna Y. Reed, assisted by Wilson Woelpper. New York, The Macmillan company, 1920. xii, 171 p. illus., charts, tables. 12°.

2166. **Wahlstrom, Leonard W.** Problems in vocational advisement and counseling. Manual training magazine, 22: 134-37, November 1920.

AGRICULTURE.

2167. **Myers, C. E.** Aims and organization of agriculture as a secondary school subject. Journal of education, 92: 456-58, November 11, 1920.

2168. **Thomas, Roy H.** Some definite achievements in vocational agriculture. *High school journal*, 3: 174-76, October 1920.

A brief survey of the project work in vocational agriculture in secondary schools of North Carolina in 1918-19 and other activities for the year 1919-20.

HOME ECONOMICS.

2169. **Arms, Miranda Ray.** What home economics is doing for women. *Western journal of education*, 25: 4-5, October 1920.
2170. **Baylor, Adelaide Steele.** Vocational education in home economics—part-time schools and classes. *Journal of home economics*, 12: 473-81, November 1920.

Presented at the thirteenth annual meeting of the American home economics association, Colorado Springs, June 1920.

COMMERCIAL EDUCATION.

2171. **Brush, H. B.** The university and Latin-American development. *Quarterly journal of the University of North Dakota*, 11: 3-18, October 1920.
- The cooperation of the university with business in fitting young men for opportunities in Latin-America.
2172. **Cooper, Clayton Sedgwick.** Training American youth for foreign trade. *Educational foundations*, 32: 20-28, September 1920.
- Reprinted by permission of Advertising and selling.
- Certain qualifications for foreign trade which require careful development early.

PROFESSIONAL EDUCATION.

2173. **Federation of state medical boards of the United States.** Report of the committee on classification and standardization of medical colleges. *In its Monthly bulletin*, vol. 6, no. 10, October 1920. p. 262-70.
2174. **The classification of nursing schools.** *American journal of nursing*, 21: 80-95, November 1920.
- A suggestive basis for the grading or classifying of nursing schools, undertaken by the committee on education of the National league of nursing education last year.
2175. **Friesell, H. E.** Progress in dental education. *Journal of the American medical association*, 75: 1247-49, November 6, 1920.
- Discusses development since the founding of the first school; entrance requirements; and enlargement of the dental curriculum.
2176. **Randall, H. J.** A plea for legal studies. *Contemporary review*, 118: 551-56, October 1920.
- Says that a compendious exposition of modern English law in a really readable form is one of the intellectual necessities of the time.

CIVIC EDUCATION.

2177. **Almack, John C.** Making better citizens. *Historical outlook*, 11: 310-12, November 1920.
- The aims in civics instruction, the content of the course, the organization, and the method.
2178. **Jackson, Henry E., ed.** What America means to me; a book of the people, for the people; designed for their use in preparing themselves for the practice of citizenship. Washington, D. C., National community board, 1920. 236 p. col. front., plates (part col.) 12°.

AMERICANIZATION.

2179. **Inter-racial council.** National conference on immigration. Proceedings . . . New York, April 7, 1920. New York, Inter-racial council, 1920. 113 p. 8°.
2180. **Burrall, Jessie L.** Americanization. American education, 24: 70-72, October 1920.
Address delivered at the National education association meeting in Salt Lake City, July 6, 1920.
The Americanization of the children in our public schools today, and their great need of such training.
2181. **Smith, Lewis W.** Americanization in the Thornton township high school. School review, 28: 650-72, November 1920.
Describes an experiment in Americanization conducted in the Thornton township high school, Harvey, Ill., during the spring of 1919, in order "to crystallize the experience for use in later projects of the same kind."

EDUCATION OF SOLDIERS.

2182. **Colby, Elbridge.** Training a citizen army. Education, 41: 152-58, November 1920.
Discusses the educational activities of the Army.
2183. **Howe, Oliver H.** Lessons from the selective military draft. Boston medical and surgical journal, 93: 580-96, November 19, 1920.
Discusses physical and mental defects of soldiers; urges medical inspection of schools; attention to backward pupils, etc.
2184. **Lewis, James C.** Teaching in the army. Chicago, Ill., The University of Chicago press [1920] 64 p. 16°.
"List of references": p. 63-64.
2185. **Rorer, J. T.** Educational opportunity in the army of occupation. Mathematics teacher, 13: 36-37, September 1920.
To be concluded. Educational work in the American army of occupation in the Rhine lands.

EDUCATION OF WOMEN.

2186. **Badley, J. H.** Co-education and its part in a complete education. Cambridge, W. Heffer & sons, ltd., 1920. 39 p. 12°.
2187. **Jarach, L.** L'inspection des écoles maternelles; résumé des cours Turgot. Paris, F. Nathan [1920] 2 v. 8°.
2188. **Lape, Esther E.** Teaching the woman voter politics. Forum, 64: 198-208, September-October 1920.
Educational activities in different states. Work of the National league of women voters.
2189. **Odum, Howard W.** Constructive ventures in government. A manual of discussion and study of woman's new part in the newer ideals of citizenship. Chapel Hill, Pub. by the University, 1920. 95 p. 8°. (University of North Carolina. Extension leaflet, vol. 4, no. 1, September 1920)
2190. **Spaulding, Frank E.** Do college women believe in education? Smith alumnae quarterly, 12: 5-13, November 1920.
Prof. Spaulding says that college women believe profoundly and practically in education for themselves, but as for direct service in the public elementary schools college women are distinctly marked for their avoidance of it.

NEGRO EDUCATION.

2191. **Moroney, T. B.** Catholic educational effort for the negroes. Catholic educational review, 18: 511-23, November 1920.

EDUCATION OF DEAF.

2192. **Goldstein, Max A.** An acoustic method. American annals of the deaf, 65: 472-81, November 1920.
 Author's abstract of an address delivered at the joint convention of American teachers of the deaf, Mt. Airy, Philadelphia, June 20, 1920, on the acoustic method of training the deaf.
2193. **Gruver, Elbert A.** Training of backward deaf children. Volta review, 22: 687-93, November 1920.
 Paper read at the Mt. Airy convention, June 28-July 3, 1920. Discussion by F. W. Booth, p. 693-95; Edith Fitzgerald, p. 695-99.
2194. **Hopson, Miss A. B.** Effects of trade training on the school life and after-school life of our deaf girls. American annals of the deaf, 65: 481-86, November 1920.
 Trade training given at the Oak Lodge school for elder deaf girls, London, England.

EXCEPTIONAL CHILDREN.

2195. **Clark, Willis W.** Success record of delinquent boys in relation to intelligence. Journal of delinquency, 5: 174-82, September 1920.
 Study based on data concerning the relation of general intelligence and success record of 301 boys who have been paroled, furloughed, or discharged from Whittier state school, California.
2196. **Freeman, Frank N.** Provision in the elementary school for superior children. Elementary school journal, 21: 117-31, October 1920.
 Results obtained from a questionnaire sent during the fall of 1919 to all cities in the United States of 25,000 population or over. Replies indicate that the practice of organizing special classes for bright children is growing rapidly. The trend of the replies shows also that it is coming to be widely recognized that provision for bright children needs to be made earlier than the junior high school period.
2197. **Lewis, A. E.** The English education act and the epileptic child; an experience. Education, 41: 159-65, November 1920.
 Describes the work of the Lingfield colony schools, Surrey, England. Mental and physical treatment of epileptic children.
2198. **McCrae, Lee.** A notable school for defectives. Social progress, 4: 241-42, November 1920. illus.
 A brief sketch, showing the methods used at the Training school of Vineland, New Jersey.
2199. **Stinchfield, Sara M.** A preliminary study in corrective speech. Iowa City, University of Iowa, 1920. 36 p. 8°. (University of Iowa studies, no. 39, December 15, 1920. Studies in child welfare, vol. 1, no. 3)
 Selected references: p. 35-36.
2200. **Wallin, J. E. Wallace.** Handicapped children. American journal of school hygiene, 4: 29-53, September 1920.
 The inadequate care and education of handicapped children in the United States and some recommendations regarding special types of children.
2201. **Woodill, Edith E.** Public school clinics in connection with a state school for the feeble-minded. Mental hygiene, 4: 911-19, October 1920.
 Describes the work of monthly mental clinics in certain sections of Massachusetts, and in the cities of Haverhill, Worcester, Fall River, and New Bedford. Special clinics have been held also at Newton, Taunton, Hyannis, and Falmouth, to examine selected groups of school children. Only the clinics held in connection with the public schools are reported in the article.

EDUCATION EXTENSION.

2202. **Cole, Carlos M.** The Denver opportunity school. *Chicago schools journal*, 3: 10-13, September 1920.
An address before the National education association.
2203. **Griffith, Elbert W.** The new part-time or continuation school. *Journal of the New York state teachers' association*, 7: 195-98, October 1920.
Also in *American education*, 24: 65-69, October 1920.
2204. **Mansbridge, Albert.** An adventure in working-class education; being the story of the Workers' educational association 1903-1915. London, New York, Longmans, Green, and co., 1920. xx, 73 p. plates. 8°.
2205. **Routzahn, Mary Swain.** Traveling publicity campaigns; educational tours of railroad trains and motor vehicles. New York, Russell Sage foundation [1920] xi, 151 p. plates. 12°. (Survey and exhibit series, ed. by S. M. Harrison)
The descriptions and suggestions in this book are drawn from accounts of about 75 tours of trains, trucks, trolley cars, and other vehicles. The information regarding these campaigns is offered for the benefit of those who may contemplate the use of this method of publicity.
2206. **Workers' education in Britain.** *Survey*, 45: 253-54, November 13, 1920.
A statistical analysis of education for the masses in Great Britain. Describes the activities of the Workers' educational association.
2207. **Wray, W. J., and Ferguson, E. W., eds.** A day continuation school at work. Papers by twelve contributors. London, New York, Longmans, Green, and co., 1920. xii, 212 p. plates. 12°.

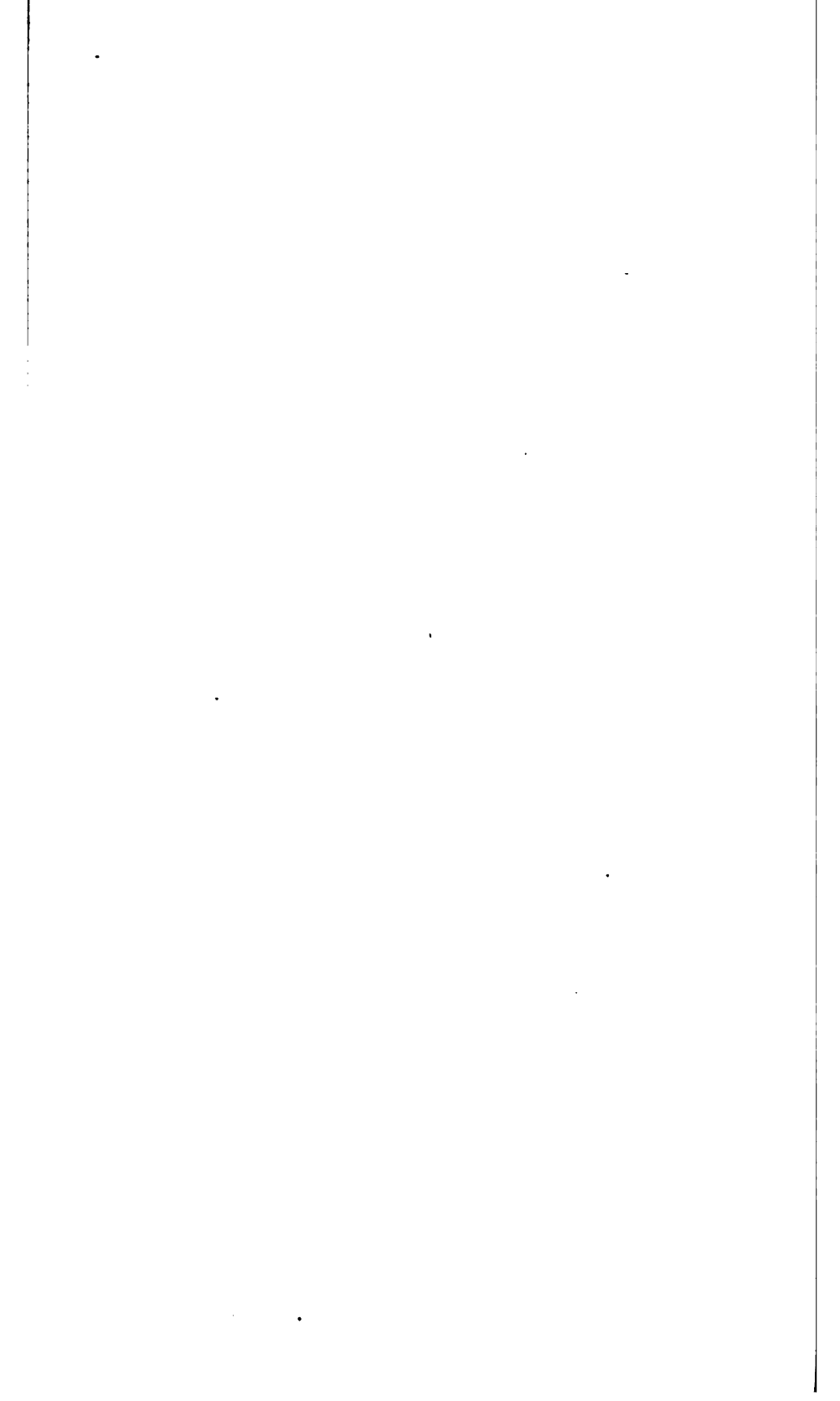
LIBRARIES AND READING.

2208. **Downey, Mary Elizabeth.** Relation of the public schools to the various library agencies. *Library journal*, 45: 883-86, November 1, 1920.
Says "there is little question that many library and school people now desire the establishment of a United States Department of education, including a bureau of libraries."
2209. **Quiller-Couch, Arthur.** On the art of reading. Lectures delivered in the University of Cambridge 1916-1917. Cambridge, At the University press, 1920. viii, 237 p. 8°.
These lectures deal with the topics of Children's reading, Reading for examinations, Value of Greek and Latin in English literature, Reading the Bible, Selection, Use of masterpieces, etc.
2210. **Rice, Frances V. and Rice, Wallace.** Towards the teaching of civic responsibility in and by libraries. *Public libraries*, 25: 494-95, November 1920.
Shows how the young may be trained in habits of the unselfish use of public property, by their experience with reference books in the school library.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

2211. Examples of good teaching in industrial education; by William T. Bawden. Washington, 1920. 11 p. (Industrial education circular no. 6, July 1920)
2212. Joy and health through play. The new age-grade-height-weight athletic standard. By George E. Schlafer. Washington, 1920. 19 p. illus.

2213. The national crisis in education: an appeal to the people. Report of the proceedings of the National citizens conference on education called by the United States Commissioner of education, and held at the Washington Hotel, Washington, D. C., May 19, 20, 21, 1920. Ed. by W. T. Bawden. Washington, 1920. 191 p. (Bulletin, 1920, no. 29)
2214. Preliminary survey of the schools of the District of Columbia. Washington, 1920. 15 p. (Bulletin, 1920, no. 36)
2215. Reorganization of science in secondary schools. A report of the commission on the reorganization of secondary education, appointed by the National education association. Washington, 1920. 62 p. (Bulletin, 1920, no. 26)
2216. Report of the Commissioner of education for the year ended June 30, 1920. Washington, 1920. 134 p.
- Contains: Pt. I. Some aspects of education in the United States: Higher education, City schools, Tendencies in primary education, Kindergarten education, Rural education, Vocational education, Home economics education, Agricultural education, Educational hygiene, Civic education, Educational legislation, General education board, Library activities.—Pt. II. Activities of the Bureau of education.
2217. Requirements for the bachelor's degree; by Walton C. John. Washington, 1920. 313 p. (Bulletin, 1920, no. 7)
2218. Rural school playgrounds and equipment; by K. Cecil Richmond. Washington, 1920. 12 p. (Teachers leaflet no. 11, October 1920)
2219. A school building program for Meriden, Connecticut; by Alice Barrows Fernandez. Washington, 1920. 26 p. (Bulletin, 1920, no. 22)
2220. Statistical survey of education, 1917-18; prepared by the Statistical division of the Bureau of education, under the supervision of H. R. Bonner. Washington, 1920. 48 p. (Bulletin, 1920, no. 31)
2221. Statistics of public high schools, 1917-18; prepared by the Statistical division of the Bureau of education, under the supervision of H. R. Bonner. Washington, 1920. 192 p. (Bulletin, 1920, no. 19)
2222. Survey of the schools of Brunswick and of Glynn county, Georgia. Washington, 1920. 82 p. (Bulletin, 1920, no. 27)
2223. Training teachers for Americanization. A course of study for normal schools and teachers' institutes; by John J. Mahoney, with a chapter on Industrial classes, by Frances K. Wetmore and on Home and neighborhood classes, by Helen Winkler and Elsa Alsberg. Washington, 1920. 62 p. (Bulletin, 1920, no. 12)



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1921, No. 1

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

JANUARY, 1921



WASHINGTON
GOVERNMENT PRINTING OFFICE
1921

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

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CONTENTS.—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers' salaries and professional status—Higher education—School administration—School management—Schoolhouses and grounds—School hygiene and sanitation—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral and religious education—Manual and vocational training—Vocational guidance—Home economics—Commercial education—Professional education—Civic education—Americanization—Education of soldiers—Education of women—Education of blind and deaf—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

EDUCATIONAL HISTORY AND BIOGRAPHY.

2224. **Bliss, Daniel.** The reminiscences of Daniel Bliss; edited and supplemented by his eldest son. New York, Chicago, Fleming H. Revell company [1920] 259 p. plates. 12°.

The subject of this biography was for many years president of the Syrian Protestant college at Beirut, Syria.

2225. **Cubberley, Ellwood P.** Readings in the history of education; a collection of sources and readings to illustrate the development of educational practice, theory, and organization. Boston, New York [etc.] Houghton Mifflin company [1920] xxv, 684 p. illus. 8°. (Riverside textbooks in education)

To accompany author's History of education.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

2226. **Alderman, Edwin A.** The nation's supreme task. *World's work*, 41 : 126-29, December 1920.
Discusses tendencies in education; duplication of educational procedure, etc.
2227. **Burgess, W. Randolph.** Which do we want—economy or competence. *School review*, 28 : 750-56, December 1920.
Discusses governmental efforts for economy; also requirements for good schools; the school's share in prosperity, etc.
2228. **Davidson, Percy E.** Equality of educational opportunity: the views of the economists. *School and society*, 12 : 535-42, December 4, 1920.
2229. **Detroit, Mich. Board of education.** Seventy-seventh annual report of the superintendent of schools for the year ending June 30, 1920. Detroit, Board of education, 1920. 120 p. illus. 8°.
Early in the school year 1919-20 a survey was made of the school system by departments. This report tells of some of the changes that have been made as a result of these survey activities.
2230. **Duggan, M. L.** [Educational surveys of counties in Georgia] [Atlanta, Ga., State department of education] 1919-1920. 3 v. illus. 8°. (Georgia. Department of education. No. 27, 28, 29)
No. 27.—Educational survey of Warren county, Georgia, 30 p. No. 28.—Educational survey of Lee county, Georgia, 26 p. No. 29.—Educational survey of Miller county, Georgia, by M. L. Duggan and Miss Euri Belle Bolton, 48 p.
2231. **Duncan, M. H.** Cultural education. *Southwestern school review*, 1 : 10-20, October 15, 1920.
Endeavors to show how the new education makes culture the supreme aim of the schools.
2232. **Fitzpatrick, Edward A.** The Ayres report and the Wisconsin educational situation. *Wisconsin journal of education*, 52 : 320-24, December 1920.
After discussing some of the remarks that the Wisconsin state superintendent of public instruction has made upon the Ayres report, the writer says that the answer to the Russell Sage Foundation study is not alibi or criticism, but constructive program. Three things are necessary for educational improvement in Wisconsin: (1) A competent courageous educational leadership, (2) A reconstruction of the machinery of state educational administration, and (3) A comprehensive state-wide educational program.
2233. **Kuhlman, A. F.** Social survey of the city of Jackson and Madison county, Tennessee. Pub. by Jackson-McClaran chapter, American Red Cross, 1920. 139 p. 8°.
Contents.—I. History.—II. Health.—III. Housing and sanitation.—IV. Education.—V. Family welfare.—VI. Child welfare.—VII. Recreation.—VIII. Church life.—IX. Industry.—X. Agriculture.—XI. Government.
2234. **North Carolina. State educational commission.** Public education in North Carolina; a report by the State educational commission, prepared under the direction of the commission by the General education board. Raleigh, Edwards & Broughton printing co., state printers, 1920. x, 137 p. plates, tables. 12°.
Members of the State educational commission: Robert H. Wright, chairman; L. J. Bell, secretary; N. W. Walker, C. E. Brewer, C. C. Wright.
The report here submitted contains the findings and the general recommendations of the commission. It first describes the schools as they are at present, next sets forth the hindrances to development, and finally undertakes to point the way to improvement by means of better administration, better trained teachers, and better financial support.
2235. **Scranton, Pa. Board of education.** Survey of the Scranton public schools, 1918-1920. Scranton, Pa., Board of education [1920] 242 p. 8°.
2236. **Strayer, George D.** A national program for education. *Journal of the National education association*, 10 : 5-7, January 1921.
Final report of the Commission on emergency in education as presented by its chairman at the Salt Lake City meeting of the National education association, July 6, 1920.

FOREIGN COUNTRIES.

2237. **Brailsford, H. N.** Russian impressions: Education and art. New Republic, 25 : 44-48, December 8, 1920.
Education and art in Soviet Russia.
2238. **Darlu, A.** Le budget de l'instruction publique devant la chambre. Revue politique et parlementaire, 106 : 15-26, October 10, 1920.
2239. **Picavet, François.** Méthodes allemandes et méthodes françaises. Revue internationale de l'enseignement, 40 : 305-24, September-October 1920.

EDUCATIONAL THEORY AND PRACTICE.

2240. **Orothers, Samuel McChord.** The dame school of experience and other papers. Boston and New York, Houghton Mifflin company, 1920. 279p. 12°.
2241. **Lowell, Abbott Lawrence.** Formalism in education. Journal of education, 92 : 511-13, November 25, 1920.
Address at the inauguration of the president of the University of North Carolina.
The writer says in conclusion that we need to free ourselves from the system of credits in education, and to measure the child or youth by what he has come to be, instead of by the process he has been through.
2242. **Morgan, Geoffrey E.** The problem of teaching pupils to think. American school board journal, 61 : 37, December 1920.
Says of all the needs in America today, the greatest need is for clear thinking and the ability to think things through. Suggests some ways by which we may substitute sound and wholesome reasoning for shallow and fallacious reasoning.
2243. **Nunn, Thomas Percy.** Education: its data and first principles. New York, Longmans, Green and co.; London, Edward Arnold, 1920. vii, 224p. 12°.
(The modern educator's library. General editor—Prof. A. A. Cock)

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

2244. **Aguayo, A. M.** . . . El vocabulario de los niños Cubanos. [Habana] Universidad de la Habana, 1920. 29p. 8°. (Monografías psicológicas, no. 1.)
2245. **Clapp, Henry L.** The development of spontaneity, initiative, and responsibility in school children. Education, 41 : 209-21, December 1920.
Discusses the philosophy of self-activity; and emphasizes the importance of organized play adapted to the schoolroom.
2246. **Porter, W. T.** The seasonal variation in the growth of Boston school children. p. 121-31. 8°.
Reprinted from the American journal of physiology, vol. 52, no. 1, May 1920.

EDUCATIONAL TESTS AND MEASUREMENTS.

2247. **Baldwin, Bird T. and others.** Studies in experimental education. Baltimore, The Johns Hopkins press, 1920. 75p. 8°. (Johns Hopkins university studies in education, no. 3)
CONTENTS.—I. Introduction and summary, by B. T. Baldwin.—II. Physical measurements, by L. W. Campbell and H. J. Kefauver.—III. The application of the Yerkes-Bridges point scale and the standard revision of the Binet scale for measuring intelligence, by R. L. Bates and others.—IV. Application of the Courtis standard research tests in arithmetic—series B, by A. K. Bielaski and G. L. Palmer.—V. Results in arithmetic by Woody scale "A," by W. H. Davis and B. L. Clark.—VI. An experiment in measuring the handwriting of a group of children for speed and quality, by W. R. Flowers.—VII. The Kansas silent reading test, by M. O. Ebaugh.—VIII. The Starch test for speed and comprehension and the Thorndike visual vocabulary test, by B. J. Grimes.—IX. Application of Ayres, Buckingham, and Starch scales in spelling, by D. B. Berry.—X. The Trabue completion test, by M. A. Clemens and F. E. Rathbun.—XI. Hillegas scale for the measurement of quality in English composition, by J. B. H. Bowser and H. L. Rinehart.—XII. The use of the Ballou scale on a set of compositions written by seventh grade pupils, by G. E. Manson and L. W. Linthicum.

2248. Bassett, Dorothy M. and Porteus, S. D. Sex differences in Porteus maze test performance. *Training school bulletin*, 17 : 105-30, November 1920.
References: p. 119-20.
2249. Dealey, Hermione L. The psycho-educational clinic—its constructive policy. *Modern medicine*, 2 : 743-46, November 1920.
The psycho-educational clinic and its relation to the public schools. Writer says that without a realization of the needs of the child in terms of its mental and physical health the power of the school as a socializing agent must remain purely nominal.
2250. Pressey, S. L. An attempt to measure the comparative importance of general intelligence and certain character traits in contributing to success in school. *Elementary school journal*, 21 : 220-29, November 1920.
Deals with the comparative importance of general health, "school attitude," preparation, and ability, in conditioning success in school and success on a scale of intelligence. The method of partial correlations was used throughout.
2251. Smith, Leon O. The present status of mental tests. *Middle-west school review*, 13 : 7-9, November 1920.
The author also has an article in the December issue of the *Middle-west school review*, entitled, *Mental tests and their relation to educational guidance*.
2252. Wilson, G. M. and Hoke, Kremer J. How to measure. New York, The Macmillan company, 1920. vii, 285p. tables, charts (partly folded) 12°.
The authors of this book believe that the individual classroom teacher should understand and give the standard tests in school subjects and in general intelligence. The chief purpose to be served by these tests is the diagnosis of pupil ability and pupil difficulties, with the object of correcting methods of teaching and curricular material.
2253. Winter, O. Chicago intelligence test in Harrison technical high school. *School review*, 28 : 772-75, December 1920.
Study based on test devised by Rugg and Freeman of the University of Chicago.

SPECIAL METHODS OF INSTRUCTION.

PROJECT METHOD.

2254. Imboden, Sarah M. A cooperative community study. *Elementary school journal*, 21 : 208-15, November 1920.
Problem method of attack in the teaching of geography. Work of the fifth, sixth, seventh, and eighth-grade pupils of Decatur, Ill.
2255. Jilek, Annie L. The project method in teaching civics. *Elementary school journal*, 21 : 216-19, November 1920.
Work in Theodore Herzl school, Chicago, Ill.
2256. Parker, Samuel C. Problem-solving or practice in thinking. *Elementary school journal*, 21 : 172-88, 257-72, November, December 1920.
Concludes a series of four articles. Discusses work in second and fifth grades, with a résumé of how skilful problem-solvers think. Gives rules for practicing pupils in problem-solving.

VISUAL INSTRUCTION.

2257. Cocks, Orrin G. The motion picture and the upbuilding of community life. *Social hygiene*, 6 : 533-39, October 1920.
Read before the annual session of the National conference of social work, New Orleans, April 16, 1920.
2258. Norman, Hugh W. Stimulative visual work at Indiana university. *Educational film magazine*, 4 : 8-9, 24, December 1920.
The aims and accomplishments of the Bureau of visual instruction of Indiana university.

MISCELLANEOUS.

2259. Beatty, Willard W. An experiment in the use of pageantry and ritual as motivating forces in education. *Historical outlook*, 11 : 342-49, December 1920.

2260. **Briggs, Thomas H.** The excursion as a means of education. Junior high clearing house, 1: 19-23, October-November 1920.
Excursions conducted by the Speyer Experimental junior high school, New York City. Tells particularly of a visit to the Museum of natural history.

SPECIAL SUBJECTS OF CURRICULUM.

SPELLING.

2261. **Martin, Gertrude E.** The teaching of spelling. Elementary school journal, 21: 201-07, November 1920.
Study based on work of four grades of the Washington school, Wichita, Kans.

ENGLISH AND COMPOSITION.

2262. **Dolch, Edward William, jr.** Practical punctuation. Illinois association of teachers of English bulletin, 13: 1-16, December 1, 1920.
The purpose of this article is to propose a new and better method of teaching punctuation.
2263. **Friedewald, Salo.** A course in etymology. Education, 41: 242-47, December 1920.
Suggests that a one-year course in etymology be introduced into our schools, to be given during the first year of the high school, or in the junior high school, or during the last year of the grammar grades. Presents outlines for such a course.
2264. **Murphy, Maydell.** The daily grind. English journal, 9: 525-29, November 1920.
Some suggestions for bringing variety into the work of the English teacher.
2265. **Wolverton, Sarah F.** The professional scullery. Educational review, 60: 407-16, December 1920.
Discusses the teaching of English composition. The necessity for better instruction.

LITERATURE.

2266. **Porterfield, Allen W.** On histories of modern literature with special reference to their use in synoptic courses. School and society, 12: 542-51, December 4, 1920.

ANCIENT CLASSICS.

2267. **Aley, Robert J.** The place of the classics. Journal of education, 92: 546-47, December 2, 1920.

MODERN LANGUAGES.

2268. **Buffum, Douglas L.** The aims of modern language teaching. A few suggestions. Modern language journal, 5: 71-76, November 1920.
Advocates oral as well as written examinations in modern language and makes a plea that more emphasis be put on the spoken language in the classroom.
2269. **Fitz-Gerald, John D. and Nonnes, Alfred.** Syllabus for high school Spanish. Modern language journal, 5: 77-86, November 1920.
Report of a committee appointed by the Association of modern language teachers of the Central West and South to draw up a standard four year syllabus for high school Spanish.
2270. **Hayden, Philip M.** Experience with oral examinations in modern languages. Modern language journal, 5: 87-92, November 1920.
The successful operation of oral tests in modern languages at Columbia university.
2271. **Modern language association of America and National federation of modern language teachers.** Resolutions concerning the teaching of modern languages. School review, 28: 776-78, December 1920.

MATHEMATICS.

2272. **Beatty, Willard W.** The additive versus the borrowing method of subtraction. Elementary school journal, 21: 198-200, November 1920.
Says that the prescription of one method only for teaching subtraction is certainly not justified by the evidence. Shows the advantages of the borrowing method.

SCIENCE.

2273. **Gerry, H. Lester.** Natural science in the secondary school: a digest of recent literature. *General science quarterly*, 5 : 1-15, November 1920.

GEOGRAPHY.

2274. **Ashton, Bessie L.** A course in geography for normal schools. *Journal of geography*, 19 : 295-308, November 1920.

The National council of normal school presidents appointed a committee to secure and pass upon the normal school courses in geography. Out of the courses submitted to this committee the one here published was awarded second place.

2275. **Lackey, E. E.** The geography of a country. *Journal of geography*, 19 : 315-22, November 1920.

Deals with the selection of subject matter, a method for the organization of geographic materials, and suggests phases of the subject that should be emphasized in each of the school grades.

SOCIAL SUBJECTS.

2276. **Browning, Oscar.** The study of world-history. *Journal of education and School world* (London) 52 : 729-31, 795-97, November, December 1920.

On the value of the study of world history by the venerable Oscar Browning, who has long been known as a pioneer in the advocacy of this study.

2277. **Dowell, Edward S.** The method of history instruction used in the Bucyrus high school. *Historical outlook*, 11 : 356-59, December 1920.

First gives reasons for the dissatisfaction with the present method of teaching history in secondary schools and then gives a plan worked out in an effort to meet the objections raised by the critics of the traditional method.

2278. **Kingale, Maud E.** Outline study of David Balfour. *Education*, 41 : 226-41, December 1920.

2279. **Schlesinger, Arthur Meier.** The problem of teaching recent American history. *Historical outlook*, 11 : 352-55, December 1920.

A paper read before the Iowa society of social science teachers at Des Moines, November 4, 1920.

2280. **Wolfe, A. B.** The teaching of economics again. *Journal of political economy*, 28 : 735-53, November 1920.

MUSIC.

2281. **Dickey, Frances.** Music in the grammar grades. *School music*, 21 : 7-12, November 1920.

Summarizing, the writer says that our music training in school should include singing experience that will give the child pleasure while in school and at the same time train him in such habits and ideals that the influence of this will be evident later in his own life and in the musical life of the community; also, that a definite amount of time and positive training in learning to listen to music must be provided in our programs if our pupils learn to appreciate music.

SAFETY.

2282. **Payne, E. George.** The problem of school hazards. *National school digest*, 40 : 215-17, December 1920.

Developing controls in children and systematic instruction reduce accidents to minimum.

KINDERGARTEN AND PRIMARY SCHOOL.

2283. **International kindergarten union.** Proceedings of the twenty-seventh annual meeting. . . Topeka, Kans., April 12-16, 1920. 155 p. 8°. (Miss May Murray, secretary, Springfield, Mass.)

Contains: 1. J. F. Hosie: For democracy—through democracy, p. 99-104. 2. Lorraine E. Wooster: Rights of young children to proper education in rural schools, p. 109-12. 3. Mary D. Bradford: The contribution of the kindergartens to the elementary schools, p. 113-20. 4. F. J. Kelly: Problems in the growth of the kindergarten movement, p. 121-36. 5. Julia W. Abbot: The kindergarten situation today, p. 127-32. 6. Lucy Wheelock: The teacher as the controlling factor, p. 136-39. 7. Catherine R. Watkins: The kindergarten as a profession, p. 140-43.

2284. **Ford, S. Gertrude.** Primary education in America. Teacher's world (London) 24 : 297, November 17, 1920.
2285. **Holmes, Margaret O.** The kindergarten and its relation to the primary school. Kindergarten and first grade, 5 : 401-405, December 1920. illus.
2286. **Maynard, Gertrude.** Shall the children make Christmas presents? An unpopular view of the Christmas problem. Kindergarten and first grade, 5 : 397-400, December 1920.
- Favors more dramatic work in celebrating the festival rather than so much industrial work in attempting to make presents for parents.

RURAL EDUCATION.

2287. **English, Mildred E.** Capleville consolidated school. Rural education, 2 : 9-20, November 1920. illus.
- The Capleville consolidated school is located in Shelby county, Tennessee, not far from Memphis. This is the story of community building through the agency of a regenerated rural school.
2288. **Foght, Harold W.** Elimination in the rural school course of study. Rural education, 2 : 6-9, November 1920.
2289. **Lathrop, Edith.** Project for country life betterment has vital bearing on rural schools. Kansas teacher, 12 : 27-28, December 1920.
- Says that consolidated farm-life schools offer best solution to problem of 195,400 one-teacher schools.
2290. **Runnels county, Texas.** Rural schools. Rural view, 1920. 269 p. illus. 4°.
- Describes the work of the schools of Runnels county, Texas. The book is issued after the style of college annuals.

SECONDARY EDUCATION.

2291. **Bobbitt, Franklin.** The objectives of secondary education. School review, 28 : 738-49, December 1920.
- Discusses the objectives of physical efficiency. Says the objectives of health education aimed at within any school system must differ from region to region according to the specific needs of the population. The writer also outlines a more inclusive series which embraces physical, mental, vocational and civic objectives.
2292. **Rogers, P. O., jr.** Failures in the high school—proportion, causes, and administrative measures for reducing them. Southern school work, 9 : 160-63, December 1920.
2293. **Wisner, William.** An educational innovation—the all-year high school. American school board journal, 61 : 29-30, December 1920.
- An experiment with the all-year high school in Newark, New Jersey.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

2294. **Jordan, Riverda Harding.** The classroom teacher and teacher shortage. Journal of education, 92 : 483-84, November 18, 1920.
- How the classroom teacher can help in recruiting members from the teaching profession.
2295. **Puffer, R. A.** A study of the merit system. Colorado school journal, 36 : 9-11, December 1920.
- A questionnaire was sent to about 50 of the larger cities of the country to ascertain in how many of them merit systems of promoting teachers are in force, and their opinions as to the difficulties of operating such a system. The writer says that the general feeling is that the merit system is theoretically right. Suggests a score card for rating teachers.

2296. **Teachers and marriage.** [By] A married woman teacher. *American school-board journal*, 61 : 33-34, December 1920.

Discusses some of the reasons that have been advanced against the married woman teaching.

2297. **Toledo, Ohio. Board of education.** Report of the salary information committee of the Toledo teachers' association. Toledo, Ohio, Board of education, 1920. 39 p. 8°.

Gives data from 27 cities showing the maximum and minimum salaries of elementary classroom teachers, elementary principals, kindergarten teachers, elementary manual training teachers, elementary sewing and domestic science teachers, high school principals, high school teachers, and assistant principals, heads of departments and supervisors.

2298. **Tyler, H. W.** Academic freedom. *Educational review*, 60 : 386-93, December 1920.

Says that a standard procedure should be agreed upon, which will protect the individual teacher against injustice and protect the administration against the imputation—just or unjust—of prejudice or arbitrary action.

2299. **Washburne, Clinton W.** A frictionless rating scale for teachers. *American school board journal*, 61 : 35-36, December 1920.

The teachers' rating plan in use in Winnetka, Ill. The ratings are determined partly by definite improvement shown by the pupils in the fundamental subjects and partly by the judgment of the superintendent based upon outstanding, concrete facts.

2300. **Wiley, George M.** Efficiency in the teaching service. *Journal of the New York state teachers' association*, 7 : 225-27, November 1920.

The writer emphasizes the importance of professional spirit as a factor in professional growth. Reprinted from the Bulletin to the schools published by the University of the state of New York, September 15, 1920.

HIGHER EDUCATION.

2301. **American association of collegiate registrars.** Proceedings of the tenth annual meeting . . . Washington, D. C., April 13-15, 1920. 258 p. 8°.
(C. S. Marsh, secretary, Northwestern University, Evanston, Ill.)

Contains: 1. P. P. Claxton. The new plan of cooperation between the Bureau of education and the state departments of education in the collection of statistics, and the interest of college registrars therein, p. 13-22. 2. S. P. Capen: The registrar's office a barometer of educational tendencies, p. 24-30. 3. R. W. Cooper: Character and kind of work accomplished at the A. E. F. University in France, p. 31-41. 4. J. J. Champenois: American degrees and French diplomas, p. 44-59. 5. C. M. McConn: The status and salaries of collegiate registrars, p. 61-83. 6. E. J. Mathews. The cause and possible remedies of the high rate of student mortality, p. 81-92. 7. W. A. Payne: What information should a college president be able to get on short notice from the registrar's office, p. 93-99. 8. Mrs. Lella G. Hartman: Grading systems, p. 101-17. 9. Isabel Wolcott: A report on admission requirements in 147 colleges and universities in the American association of collegiate registrars, p. 118-21. 10. Alan Bright: Changes in admission requirements from 1910 to 1920, p. 122-23. 11. W. M. Hillegeist: Methods of controlling absences, p. 124-28. 12. Adah Alexander: Statistical report on standard four-year high schools in the United States, with the number of graduates from these schools in 1918-1919; on standard colleges and universities in the United States, with the freshman enrollment in these schools in 1919-1920, p. 129-47. 13. J. A. Gannett: Invoice of a properly equipped registrar's office, p. 148-49. 14. J. W. Craven: Educational publicity, p. 153-71. 15. Raymond Walters: A study of the collegiate records of eminent engineers, p. 172-80. 16. E. B. Pierce: Some suggested standardizations, p. 181-89. 17. M. G. Frampton: The opportunities of registrars to influence standards, p. 192-205. 18. G. G. Chambers: Intelligence tests for admissions, p. 206-13. 19. O. L. Elliott: The registrar in action, p. 217-24.

2302. **Association of American universities.** Index of proceedings and addresses of the first twenty annual conferences, 1900-1918. Pub. by the Association, 1920. 30 p. 8°.

2303. **Bolser, Claude M.** Have you a director of publicity in your school? *School and society*, 12 : 513-17, November 17, 1920.

The writer says that every school of higher learning should employ a person acquainted with educational method, with publicity theory and familiar with business, industrial and educational needs.

2304. **Bruce, Philip Alexander.** History of the University of Virginia, 1819-1919; the lengthened shadow of one man. Centennial ed. Vol. 1-2. New York, The Macmillan company [1920] 2 v. fronts. 8°. These two volumes carry the narrative from the founding of the university on through the "formative and experimental stage," 1825-1842.
2305. **Burton, Marion Le Roy.** Reasons for a national survey of state universities. School life, 5 : 1-2, 14, December 1, 1920.
Read before the annual meeting of the National association of state universities, Washington D. C., 1920.
2306. **Cornell university.** Twenty-eighth annual report by President Schurman 1919-1920, with the comptroller's report, and reports of the deans of colleges the registrar, the librarian, and other officers. Ithaca, N. Y., Cornell university, 1920. 59; xci p. 8°. (Official publication, vol. xi, no. 19, November 1, 1920.)
The "valedictory" report of President Schurman.
2307. **Gerry, Henry Lester.** College entrance examination board questions in chemistry. School science and mathematics, 20 : 845-50, December 1920.
2308. **Hutchins, William J.** Berea's changeless task in times of change. American schoolmaster, 13 : 325-34, November 15, 1920.
Inaugural address by President Hutchins at Berea College, October 22, 1920.
2309. **Johnson, Burges.** Educational elephantiasis. North American review, 212 : 803-08, December 1920.
Says that the best possible antidote so far discovered for the germ of educational elephantiasis is the small college.
2310. **Leighton, Joseph A.** University government. Educational review, 60: 363-75, December 1920.
Emphasizes the necessity of more faculty participation in university government. Reviews the general status of the university, and criticizes the attempt to determine the efficiency of the university in terms of number of student hours per instructor, percentage of passes and failures, quantity of productive work, etc., which the writer pronounces to be "the idolatrous worship of the mechanical god of quantity production." Lays stress on the influence of dynamic teachers and creative scholars.
2311. **MacCracken, John Henry.** College and commonwealth, and other educational papers and addresses. New York, The Century co., 1920. 420 p. 8°. A collection of addresses and papers prepared by President MacCracken, of Lafayette college, for various occasions. The topics relate mainly to sundry phases of college administration and college life. One paper is included on the subject of a National department of education.
2312. **Michigan alumnus**, vol. 27, no. 2, November 1920. (Addresses delivered at the inauguration of Marion LeRoy Burton)
Contains: 1. W. Walker: The integration of the university, p. 91-96. 2. R. E. Vinson: Academic freedom and social responsibility, p. 96-99. 3. Roscoe Pound: The place of the university in training for citizenship, p. 99-101. 4. S. P. Capan: The cost of higher education and its bearing on taxation, p. 101-105. 5. V. L. Kellogg: The present status of research in American universities, p. 105-108. 6. A. R. Hill: The junior college movement, p. 108-10. 7. F. P. Fish: Cooperation with the vital activities of life, p. 110-13. 8. C. L. Sommers: The salary problem, p. 117-22.
No. 3 was published also in School and society, 12: 605-13, November 27, 1920, and in Harvard Alumni bulletin, 23: 217-22, December 2, 1920. No. 8 has been reprinted separately.
2313. **Miller, William O.** Plea for administrative coordination. Pennsylvania gazette, 19 : 237-39, December 3, 1920.
A paper read before the Association of financial officers of colleges and universities of the middle states and Maryland, November 27, 1920.
Suggests an ideal scheme of organization for university administration.

2314. **Minnesota. University. Survey commission. Report of the Survey commission. I. The growth of the University in the next quarter century.** Minneapolis, University of Minnesota, 1920. 50 p. 8°. (Bulletin of the University of Minnesota, vol. 23, no. 25, June 21, 1920.)

This first report of the Survey commission was prepared by Rodney M. West and Dr. L. V. Koss.

2315. **Pritchett, Henry S. The democracy of the American college. Educational review, 60 : 376-85, December 1920.**

Says that the democratization of college government must be found along social and moral lines rather than in an arbitrary rearrangement of its machinery.

2316. **Rigdon, Jonathan. The college course. Southern school journal, 31 : 18-20. December 1920.**

Suggestions for a college course that rests upon psychology and imparts to the student the spirit of research combined with breadth of interest. A course that leads to individual efficiency and the ability to adjust one's self to his various social groups.

2317. **Santayana, George. Character & opinion in the United States; with reminiscences of William James and Josiah Royce and academic life in America.** New York, Charles Scribner's sons, 1920. ix, 233 p. 8°.

CONTENTS.—1. The moral background.—2. The academic environment.—3. William James.—4. Joseph Royce.—5. Later speculations.—6. Materialism and idealism in American life.—7. English liberty in America.

Composed mainly of lectures originally addressed to British audiences.

2318. **Shaw, J. P., jr. Statistics of college graduates. Quarterly publication of the American statistical association, 17 : 335-41, September 1920.**

Results of a study made first, to estimate the number of male college graduates in this country at various dates holding degrees of A. B., B. S., Ph. B., or B. L., and the part proportion of males over 22 years of age who hold such degrees, and secondly, to estimate the number of graduates in the country at various dates holding degrees of law, medicine, or theology and to compare them with the reported number of lawyers, doctors, and clergymen.

2319. **Yale university. Reports of the president, acting provost, and secretary of Yale university and of the deans and directors of its several schools and departments for the academic year 1919-20.** New Haven, The University, 1920. 479 p. 8°. (Bulletin of Yale university, 16th series, no. 12, September 1920.)

SCHOOL ADMINISTRATION.

2320. **Alexander, Carter. A larger state distributive school fund for Illinois. School and society, 12 : 565-76, December 11, 1920.**

An address before the State school board association and the State city superintendents' association at Moline, October 28, 1920.

Tells how the early leaders in Illinois intended to support schools and how the present state school fund plans work, shows what other states are doing for state distributive school funds and how state school moneys should be distributed. Suggests how to secure money for the increase in the state distributive school fund.

2321. **Horn, Paul W. How does a superintendent of schools earn his salary? South-western school review, 1 : 1-6, October 15, 1920.**

Says that the really vital thing in the use of the superintendent's time is his ability to distinguish between the things that are really vital in his work and those things that are not vital or at least non-essential.

2322. **Ingell, Harry A. Business management for school boards. American school board journal, 61 : 42-44, December 1920.**

Some suggestions for business managers in providing for new school buildings.

2323. **Kato, Katsuji. The modified Gary system for Japanese language schools. Japan review, 6 : 4-5, November 1920.**

A suggestion to educational authorities to adopt a modified Gary system in order that the Japanese language schools in the United States and in Hawaii may be brought under the direct supervision of the board of education in any given community and the children given due credit for their work.

2324. **Williams, Allan J.** What records are essential in a school system of 25 to 50 teachers? *American school board journal*, 61 : 54-55, December 1920.

2325. **Williamson, James W.** How Detroit enforces school attendance. *American schoolmaster*, 18 : 343-47, November 15, 1920.

SCHOOL MANAGEMENT.

2326. **Clark, M. G.** The course of study a factor in efficient teaching. *School and home education*, 40 : 62-64, November 1920.

Read before the Iowa superintendents' club, November 3, 1920.

2327. **Earle, Samuel C.** Faculty honor. *Educational review*, 60 : 394-406, December 1920.

A discussion of student dishonesty in examinations, etc. Work of examiners.

2328. **Kent, R. A.** An experiment in the grading and placing of children. *American school board journal*, 61 : 30-32, December 1920.

To be concluded in February 1921.

2329. **Zirkle, H. W.** Character and results of special rooms as conducted in the Whittier school (Denver, Colo.). *Elementary school journal*, 21 : 189-97, November 1920.

Plan devised for caring for all the pupils according to their individual abilities. To care for children of varying abilities three distinct classes of rooms are maintained: (1) The regular rooms, caring for the great majority, those falling within the normal group; (2) a room for the "accelerates"; and (3) rooms for "retardates."

SCHOOLHOUSES AND GROUNDS.

2330. **Egan, Joseph B.** Lack of system in the decoration of classrooms. *Education*, 41 : 248-52, December 1920.

Discusses the subconscious influence upon children of a schoolroom adequately adorned with pictures, etc.

SCHOOL HYGIENE AND SANITATION.

2331. **Grier, N. M.** The present day status and the future of public school physiology. *General science quarterly*, 5 : 43-48, November 1920.

The possibilities of the high school course in physiology.

2332. **Rich, Katherine B.** Nutritional work in public schools. *Journal of the American medical association*, 75 : 1492-94, November 27, 1920.

A further report of the work done under the supervision of the Board of education in the public schools of Chicago during the winter of 1919-20.

PHYSICAL TRAINING.

2333. **Altmann, George J.** Physical efficiency for high school boys. *Mind and body*, 27 : 316-23, December 1920.

Paper read before the American physical education association convention, April 7, 1920.

2334. **Lee, Roger I.** Bodily mechanics in Harvard freshmen. *American physical education review*, 25 : 337-42, November 1920.

Read before the American physical education association, April 1920.

2335. **Whithan, Jessie I.** Physical efficiency in girls' high schools. *Mind and body*, 27 : 323-27, December 1920.

Paper read before the American physical education association, April 7, 1920.

PLAY AND RECREATION.

2336. **Brettnall, G. H.** Use and abuse of recess. *Virginia journal of education*, 14 : 131-33, December 1920.

Gives suggestions for eliminating the harmful features of recess.

- 2337 **Fuller, Raymond G.** Play and work in childhood. American child. 2 : 262-70, November 1920.

The writer says that child idleness is not the alternative of child labor. For child labor there are several substitutes: schooling is one; play, especially supervised play, is another, and children's work is a third. Says that play is a childhood necessity and discusses play and work for children from the standpoint of racial heredity.

2338. **School and home (Ethical culture school, New York City)** Fall, 1920. 40 p. (Leisure time of the city child)

Contains: 1. Percival Chubb: Leisure and the unleisured child, p. 1-5. 2. Louise M. Welles: Suggestions for the leisure time of young children, p. 6-9. 3. E. H. Arnold: Home equipment for athletic recreation, p. 9-11. 4. Julie W. Neumann: The joy of reading, p. 11-15. 5. Rhoda H. Todd: The psychological effect of the movies upon children, p. 14-16. 6. Ellen E. Shaw: Nature study and the city child, p. 19-22. 7. A. Heymann: Day trips in the country, p. 22-26. 8. From the high school student's point of view, p. 28-30. 9. David Beck: The twenty-four hour program, p. 30-33.

SOCIAL ASPECTS OF EDUCATION.

2339. **Baker, George Marshall.** Some viewpoints of the 20th century school. Kentucky high school quarterly, 4 : 2-11, October 1920.

An address before the Maysville community club, April 13, 1920.

The socialization of the modern school and its closer relationship to society.

2340. **Hart, Joseph Kinmont.** Community organization. New York, The Macmillan company, 1920. 6 p. l., 3-230 p. 12°. (The social welfare library)

2341. **Jenkins, Elizabeth.** The home as an educational center. Church school, 3 : 160-61, January 1921.

CHILD WELFARE.

2342. **Duke, Emma.** California the golden. American child, 2 : 333-56, November 1920. illus.

Child labor in California.

2343. **Hoover, Herbert.** A program for American childhood. Mother and child, 1 : 147-52, December 1920.

Address at the annual meeting of the American child hygiene association, St. Louis, October 11, 1920.

2344. **Lane-Clayton, Janet E.** The child welfare movement. London, G. Bell and sons ltd., 1920. 341 p. 12°.

MORAL AND RELIGIOUS EDUCATION.

2345. **Chapin, Lucy Stock.** The cradle roll of the church school. Boston, Chicago. The Pilgrim press [1920] 106 p. front. 12°.

2346. **Slattery, Margaret.** The highway to leadership. Boston, Chicago, The Pilgrim press [1920] 143 p. 12°.

MANUAL AND VOCATIONAL TRAINING.

2347. **Baldwin, Leland DeWitt.** Industrial training in the Philippine Islands. Manual training magazine, 22 : 169-71, December 1920.

2348. **McKinney, James.** The foreman and his job. Industrial-arts magazine, 9 : 461-64, December 1920.

Discusses the different phases of the foreman's job: production, supervision and instruction.

2349. **Omas, Camilo.** The Dunwoody industrial institute. Philippine education, 17 : 187-89, 228, November 1920.

The founding and growth of Dunwoody Industrial Institute at Minneapolis, and some conclusions which may be of practical benefit to teachers in the Philippine Islands.

2350. **U. S. Federal board for vocational education.** Fourth annual report to Congress . . . 1920. Washington, Government printing office, 1920. 542 p. 8°.

Sect. I.—Report of the Vocational education division. Promotion of vocational education in the states.—Sect. II.—Report of the rehabilitation division. Vocational rehabilitation and return to civil employment of disabled soldiers, sailors, and marines.—Sect. III.—Report of the industrial rehabilitation division. Vocational rehabilitation and return to employment of persons disabled in industry or otherwise.

2351. **Whitford, William G.** Determining aims of art instruction for the secondary school. School review, 28 : 757-71, December 1920.

Discusses the objectives and plan for a course of study in art for the secondary school. Gives an extensive outline for course of study.

VOCATIONAL GUIDANCE.

2352. **Krebs, H. C.** Vocational guidance in rural schools. Education, 41 : 253-59, December 1920.

Says that the person best qualified to give vocational guidance in rural schools is the supervising principal.

HOME ECONOMICS.

2353. **Arnold, Sarah Louise.** Education the defense of the American home. N. E. A. bulletin, 9 : 73-75, December 1920.

Address before the general session of the National education association, Salt Lake City, Utah, July 8, 1920.

The necessity of instruction in home building in order that the traditions of America may be maintained.

COMMERCIAL EDUCATION.

2354. **Hamilton, R. L.** Commercial work in the junior high school. Junior high clearing house, 1 : 24-31, October-November 1920.

Address delivered at the Iowa state teachers' association, Des Moines, November 5, 1920.

2355. **Woollen, Evans.** Education for business. Educational issues, 1 : 199-202, November 1920.

The writer thinks that business needs several things more than it needs vocational training. First it needs character, second, it needs the capacity to think with concentration and precision, third, it needs health that brings to the service of business vigor and vitality. If to these is added the habit of work then nothing else much matters.

PROFESSIONAL EDUCATION.

2356. **American automobile association, Washington, D. C.** Highways green book, 1920. First annual edition. Washington, D. C., American automobile association [1920]

Highway engineering education, p. 423-31. Gives courses in highway engineering offered by schools, colleges and departments of engineering, 1918-1919.

2357. **Goeckel, Henry J.** Scientific courses for nurses. American journal of nursing, 21 : 152-54, December 1920.

2358. **Hollis, Ira N.** Engineering societies and engineering education. Engineering education, 11 : 94-135, November 1920.

Discussion, p. 135-38.

The function of societies in education and the best method of making them useful to educational institutions.

2359. **Wormser, I. Maurice.** The problem of evening law schools. American law school review, 4 : 544-47, November 1920.

Speaks of the advisability of an evening law school. From his own experience the writer is convinced that they should not be eliminated. Refutes criticisms that have been made against the evening law school.

CIVIC EDUCATION.

2360. **Brooks, Thomas D.** An evaluation of exercises in civics textbooks. *School review*, 28 : 779-87, December 1920.
A critique of ten textbooks in civics widely used in the high schools of the United States.
2361. **Whitman, W. G.** Problems of civic science. *General science quarterly*, 5 : 19-31, November 1920.
Paper given at meeting of the New York state science teachers' association, November 23, 1920.
A program of civic science for junior high schools. Suggests problems which touch home life, community life, and national life.

AMERICANIZATION.

2362. **Cohen, I. David.** The gateway to English. A textbook in Americanism. Chicago, New York, Rand McNally & company [1920] 360p. illus. 13^p.
Pages 267 to 360 are devoted to suggestions for teachers in Americanizing the foreigner.
2363. **Connecticut.** State board of education. Classes for foreign-born adults. Organization and maintenance. Hartford, Conn., State board of education, 1920. 33p. 8^p. (Americanization bulletin, no. 1, series 1920-1921)
2364. **Harvey, Emma Bates.** Americanization—the mothers of the race. *Journal of education*, 92 : 539-42, December 2, 1920.
Some suggestions for Americanization of foreign mothers through their children.

EDUCATION OF SOLDIERS.

2365. **Gray, Beryl.** The United States' plans for human salvage. *Bulletin of the Pan American union*, 51 : 576-89, December 1920.
An illustrated account of what is being done for the rehabilitation of the disabled ex-service men.

EDUCATION OF WOMEN.

2366. **Cowper, Mary O.** The education of women in Latin America. *South Atlantic quarterly*, 19 : 350-59, October 1920.
2367. **U. S. Women's bureau.** . . . Industrial opportunities and training for women and girls. Washington, Government printing office, 1920. 48p. 8^p. (Bulletin of the Women's bureau, no. 13)

EDUCATION OF BLIND AND DEAF.

2368. **American association of instructors of the blind.** Twenty-fifth biennial convention, held at Overlea, Maryland, June 21-25, 1920. 103p. 8^p. (S. M. Green, secretary, St. Louis, Mo.)
Contains: 1. S. P. Hayes: Mental and educational survey in seven schools for the blind, p. 10-17. 2. Buford Johnson: Survey of schools, p. 17-18. 3. H. M. McManaway: Tests and measurements, p. 19-20. 4. C. A. Hamilton: What our graduates do, p. 23-25. 5. Mary B. Schoonmaker: Arithmetic, p. 25-28. 6. Claudia Potter: Use of the Courtis tests, in arithmetic, p. 28-31. 7. B. P. Chapple: What is to be done with the feeble-minded blind? p. 31-34. 8. Mrs. Winifred Hathaway: Conservation of vision classes in the public schools, p. 34-37. 9. T. S. McAloney: Conservation of vision classes in residential schools for the blind, p. 37-39. 10. I. S. Wampler: What efforts should be made on the part of the state or schools, singly or co-operatively, toward securing scholarships for our graduates in special and professional schools? p. 41-46. 11. L. M. Wallace: A national vocational institute for the blind, p. 52-55. 12. O. H. Burritt: What has work for the war-blinded soldier taught us that we can with profit incorporate into our school work? p. 56-59. 13. E. E. Allen: Report of the committee on efficiency, p. 60-63. 14. Minnie Hicks: Teaching the beginner to read and write Braille, p. 66-68. 15. R. W. Woolsten: The social education of blind children. How can we train them to take their normal places in their home communities? p. 69-72.

2369. **Blankenship, Ota.** Distinctive features of schools for the deaf. No. 10, The Nebraska school. Silent worker (Trenton, N. J.) 33 : 75-77, December 1920. illus.

Other articles in this series are No. 7, The Colorado school, by H. M. Habert; No. 8, The Clarke school at Northampton, by Mary C. Goddard; No. 9, The Pennsylvania institution for the deaf and dumb, Mt. Airy, Philadelphia, by James A. Weaver. No. 7 is in the Silent worker for April, no. 8 in the June number, and no. 9 in the July 1920 issue.

2370. **Sensenig, Barton.** Training for number work. Volta review, 22 : 767-74, December 1920.

Discussion: p. 774-78.

The author is an instructor in the Mount Airy school for the deaf, Mount Airy, Philadelphia, Pa.

EDUCATION EXTENSION.

2371. **Nusbaum, Louia.** The organization of continuation schools in Philadelphia. Educational foundations, 32 : 111-13, October 1920.
Attendance of pupils, the teachers, methods of teaching, etc.

LIBRARIES AND READING.

2372. **Cromwell, Otella.** A question of motive. English journal, 9 : 509-18, November 1920.

A plan for supplementary reading in English the purpose of which was neither to teach literature as such nor composition in its restricted sense but to awaken if possible an interest in books, an interest which would persist beyond the requirements of the course and the narrow limits of the schoolroom.

2373. **Crothers, Samuel McChord.** The perils of the literate. Atlantic monthly, 126 : 751-60, December 1920.

This article recognizes the value of wide reading, but points out how important it is that readers should use their own minds in regard to the subject in hand.

2374. **DeMille, A. E.** Desultory remarks on some recent books. English leaflet, 20 : 2-13, December 1920.

Modern reading for the English teacher.

2375. **Fagnet, Emile.** The art of reading; summarized by Theodore W. Koch. Public libraries, 25 : 557-59, December 1920.

Read at the meeting of the Illinois library association, Springfield, Ill., October 1920.

2376. **Grayson, Cary T.** Books as a mental diversion. Bookman, 52 : 291-95, December 1920.

Properly selected books have a very real therapeutic value for certain patients while recuperating from nervous breakdown. In this article Dr. Grayson relates how President Wilson has found benefit in reading suitable light literature.

2377. **Rice, O. S.** Lessons on the use of books and libraries; a textbook for schools and a guide for the use of teachers and librarians. Chicago, New York, Rand McNally & company [1920] xvii, 178p. illus. 12°.

2378. **Boe, Annabel C. and Howard, Mary L.** Ten book lists for one-teacher schools. Boston, Wright & Potter printing co., 1920. 11p. 8°.

Some suggestions for teachers in adding books to their school book shelves. The subjects aim to cover the ordinary interests of school with the exception of arithmetic.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

2379. Salaries of principals of high schools; by William T. Bawden. Washington, 1920. 15 p. (Bulletin, 1920, no. 44)

2380. A survey of education in Hawaii; made under the direction of the Commissioner of education. Washington, 1920. 408 p. plates, graphs, tables. (Bulletin, 1920, no. 16)

PERIODICALS REPRESENTED IN THIS RECORD, OCTOBER, 1920, TO JANUARY, 1921.

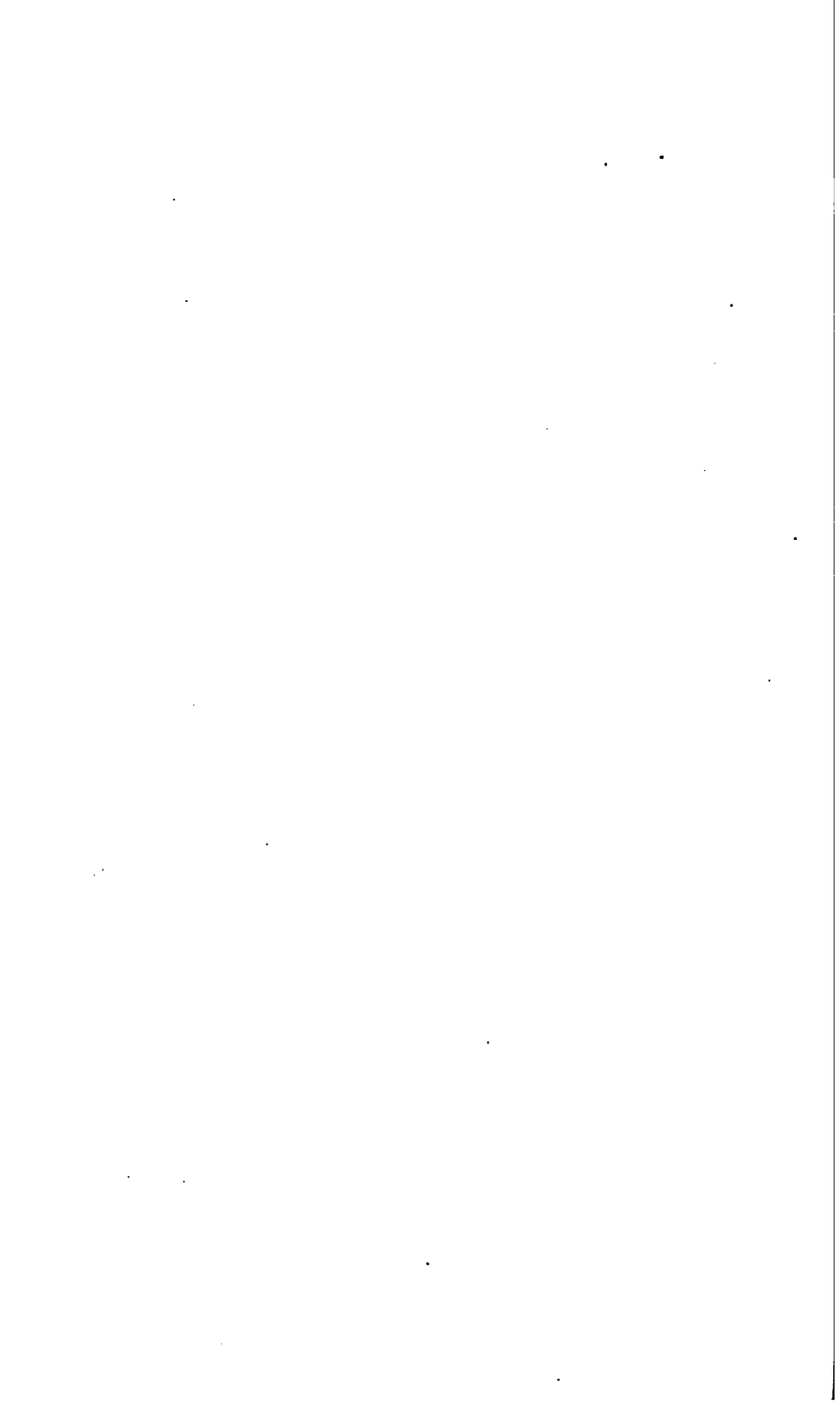
- Allgemeine deutsche lehrerzeitung, Berlin, Germany.
 America, 59 East Eighty-third Street, New York, N. Y.
 American annals of the deaf, Washington, D. C.
 American child, 105 East Twenty-second Street, New York, N. Y.
 American city, 93 Nassau Street, New York, N. Y.
 American cookery, 221 Columbus Avenue, Boston, Mass.
 American education, 50 State Street, Albany, N. Y.
 American journal of nursing, 2419-2421 Greenmount Avenue, Baltimore, Md.
 American journal of physiology, Baltimore, Md.
 American journal of public health, 126 Massachusetts Avenue, Boston, Mass.
 American journal of school hygiene, State Normal School, Worcester, Mass.
 American journal of sociology, University of Chicago Press, Chicago, Ill.
 American law school review, St. Paul, Minn.
 American machinist, Tenth Avenue and Thirty-Sixth Street, New York, N. Y.
 American physical education review, 93 Westford Avenue, Springfield, Mass.
 American review of reviews, 30 Irving Place, New York, N. Y.
 American school, P. O. Box 134, Milwaukee, Wis.
 American school board journal, 354 Milwaukee Street, Milwaukee, Wis.
 American schoolmaster, State Normal School, Ypsilanti, Mich.
 American teacher, 225 Fifth Avenue, New York, N. Y.
 Arkansas teacher, Little Rock, Ark.
 Atlantic monthly, 8 Arlington Street, Boston, Mass.
 Bookman, 244 Madison Avenue, New York, N. Y.
 Boston medical and surgical journal, 126 Massachusetts Avenue, Boston, Mass.
 Bulletin of high points, Board of Education Building, New York, N. Y.
 Bulletin of the Pan American union, Washington, D. C.
 California taxpayers' journal, San Francisco, Cal.
 Catholic educational review, Washington, D. C.
 Chicago schools journal, Chicago Normal College, Chicago, Ill.
 Child, London, England.
 Church school, 150 Fifth Avenue, New York, N. Y.
 Classical weekly, Barnard College, New York, N. Y.
 Colorado school journal, Denver, Colo.
 Columbia alumni news, Columbia University, New York, N. Y.
 Contemporary review, 249 West Thirteenth Street, New York, N. Y.
 Current education, Teachers Publishing Company, Philadelphia, Pa.
 Dental cosmos, Twelfth and Chestnut Streets, Philadelphia, Pa.
 École du travail, Paris, France.
 Education, 120 Boylston Street, Boston, Mass.
 Educational administration and supervision, Warwick and York, Inc., Baltimore, Md.
 Educational film magazine, 33 West Forty-Second Street, New York, N. Y.
 Educational foundations, 31-33 East Twenty-Seventh Street, New York, N. Y.
 Educational issues, 46 North Pennsylvania Street, Indianapolis, Ind.
 Educational news bulletin, Madison, Wis.
 Educational record, 818 Connecticut Avenue, Washington, D. C.
 Educational review, George H. Doran Company, New York, N. Y.
 Educational review, Fredericton, New Brunswick.
 Educator-journal, 403 Newton Claypool Building, Indianapolis, Ind.
 Elementary school journal, University of Chicago, Chicago, Ill.
 Engineering education, University of Pittsburgh, Pittsburgh, Pa. (F. L. Bishop, editor).
 English journal, University of Chicago Press, Chicago, Ill.

- English leaflet, Newtonville, Mass.
 Fortnightly review, 249 West Thirteenth Street, New York, N. Y.
 Forum, 32 West Fifty-eighth Street, New York, N. Y.
 The Friend, Honolulu, Hawaii.
 General science quarterly, Salem, Mass.
 Geographical teacher, London, England.
 Harvard alumni bulletin, Boston, Mass.
 Harvard graduates' magazine, Exchange Building, Boston, Mass.
 Harvard law review, Cambridge, Mass.
 High school journal, Chapel Hill, N. C.
 Hispanic American historical review, Baltimore, Md.
 Historical outlook, McKinley Publishing Company, Philadelphia, Pa.
 Home and school guest, Stroudsburg, Pa.
 Idaho teacher, Boise, Idaho.
 Illinois association of teachers of English bulletin, Urbana, Ill.
 Industrial-arts magazine, 129 Michigan Street, Milwaukee, Wis.
 Industry, Boston, Mass.
 Inter-America, Doubleday, Page and Company, New York, N. Y.
 Inter-Mountain educator, Missoula, Mont.
 Japan review, University of Chicago, Chicago, Ill.
 Journal of applied psychology, Clark University, Worcester, Mass.
 Journal of delinquency, Whittier State School, Whittier, Cal.
 Journal of education, 6 Beacon Street, Boston, Mass.
 Journal of education and school world, London, England.
 Journal of educational psychology, Warwick and York, Inc., Baltimore, Md.
 Journal of educational research, Public School Publishing Company, Bloomington, Ill.
 Journal of experimental psychology, Princeton, N. J.
 Journal of geography, State Normal School, Mankato, Minn.
 Journal of home economics, 1211 Cathedral Street, Baltimore, Md.
 Journal of political economy, University of Chicago Press, Chicago, Ill.
 Journal of the American medical association, 535 North Dearborn Street, Chicago, Ill.
 Journal of the National education association, 1201 Sixteenth Street, NW., Washington, D. C.
 Journal of the New York state teachers' association, 5 South Water Street, Rochester, N. Y.
 Junior high clearing house, Sioux City, Iowa.
 Kansas teacher, Topeka, Kans.
 Kentucky high school quarterly, Lexington, Ky.
 Kindergarten and first grade, Springfield, Mass.
 Library journal, 62 West Forty-fifth Street, New York, N. Y.
 Manual training magazine, Manual Arts Press, Peoria, Ill.
 Mathematics teacher, 41 North Queen Street, Lancaster, Pa.
 Mental hygiene, 27 Columbia Street, Albany, N. Y.
 Michigan alumnus, Ann Arbor, Mich.
 Middle-west school review, Omaha, Nebr.
 Mind and body, New Ulm, Minn.
 Missions, Ford Building, Boston, Mass.
 Missouri school journal, Jefferson City, Mo.
 Modern language journal, 68th and Park Avenue, New York, N. Y.
 Modern medicine, 58 East Washington Street, Chicago, Ill.
 Monatschrift für höhere schulen, Berlin, Germany.
 Mother and child, 1211 Cathedral Avenue, Baltimore, Md.

- Moving picture age, 418 South Market Street, Chicago, Ill.
 Nation, 20 Vesey Street, New York, N. Y.
 National association of corporation training bulletin, 130 East Fifteenth Street, New York, N. Y.
 National civic federation review, 1 Madison Avenue, New York, N. Y.
 National education association bulletin, 1201 Sixteenth Street, Washington, D. C.
 National school digest, 1405 University Avenue, S. E., Minneapolis, Minn.
 Nebraska farmer, Lincoln, Nebr.
 New republic, 421 West Twenty-First Street, New York, N. Y.
 Nineteenth century and after, 249 West Thirteenth Street, New York, N. Y.
 Normal instructor and primary plans, Dansville, N. Y.
 North American review, 171 Madison Avenue, New York, N. Y.
 Ohio teacher, Columbus, Ohio.
 Oklahoma school herald, Tulsa, Okla.
 Oregon teachers monthly, Salem, Oreg.
 Outlook, 287 Fourth Avenue, New York, N. Y.
 Parents' review, London, England.
 Pennsylvania gazette, University of Pennsylvania, Philadelphia, Pa.
 Pennsylvania school journal, Lancaster, Pa.
 Philippine education, Manila, Philippine Islands.
 Pittsburgh school bulletin, 1003 Bessemer Building, Pittsburgh, Pa.
 Playground, 1 Madison Avenue, New York, N. Y.
 Princeton alumni weekly, Princeton, N. J.
 Public libraries, Library Bureau, Chicago, Ill.
 Quarterly journal of the University of North Dakota, University, N. Dak.
 Quarterly publication of the American statistical association, Concord, N. H.
 Red cross magazine, 124 East Twenty-Eighth Street, New York, N. Y.
 Religious education, 1440 East Fifty-Seventh Street, Chicago, Ill.
 Revista de instruccion pública, Habana, Cuba.
 Revue des deux mondes, Paris, France.
 Revue internationale de l'enseignement, Paris, France.
 Revue pédagogique, Paris, France.
 Revue politique et parlementaire, Paris, France.
 Rivista pedagogica, Rome, Italy.
 Rural education, Aberdeen, S. Dak.
 Safeguarding America against fire, 76 William Street, New York, N. Y.
 School, 154 Fifth Avenue, New York, N. Y.
 School, Toronto, Canada.
 School and home, Ethical Culture School, New York, N. Y.
 School and home education, Bloomington, Ill.
 School and society, The Science Press, Garrison, N. Y.
 School arts magazine, 25 Foster Street, Worcester, Mass.
 School bulletin, Syracuse, N. Y.
 School life, Bureau of Education, Washington, D. C.
 School music, Keokuk, Iowa.
 School music review, London, England.
 School review, University of Chicago, Chicago, Ill.
 School science and mathematics, Mount Morris, Ill.
 Schools and people, 1802 South Racine Avenue, Chicago, Ill.
 Science, The Science Press, Garrison, N. Y.
 Scientific monthly, The Science Press, Garrison, N. Y.
 Sierra educational news, San Francisco, Cal.
 Silent worker, Trenton, N. J.
 Smith alumnae quarterly, Concord, N. H.

- Social hygiene, 105 West Fortieth Street, New York, N. Y.
Social progress, 205 West Monroe Street, Chicago, Ill.
South Atlantic quarterly, Trinity College, Durham, N. C.
Southern school journal, Louisville, Ky.
Southern school work, Alexandria, La.
Southern workman, Hampton, Va.
Southwestern school review, Austin, Texas.
Survey, 112 East Nineteenth Street, New York, N. Y.
Teachers college record, Teachers College, Columbia University, New York, N. Y.
Teacher's world, London, England.
Teaching, Kansas State Normal School, Emporia, Kans.
Techne, State Normal School, Pittsburgh, Kans.
Texas outlook, Fort Worth, Texas.
Training school bulletin, Vineland, N. J.
Unpartizan review, 19 West Forty-Fourth Street, New York, N. Y.
Virginia journal of education, Richmond, Va.
Volta review, Volta Bureau, Washington, D. C.
Weekly review, 140 Nassau Street, New York, N. Y.
Western journal of education, 324 Phelan Building, San Francisco, Cal.
Wisconsin journal of education, Madison, Wis.
World's work, Doubleday, Page and Company, Garden City, N. Y.
Yale alumni weekly, Yale Station, New Haven, Conn.
Zeitschrift für pädagogische psychologie und experimentelle pädagogik, Leipzig, Germany.





DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1921, No. 31

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

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FEBRUARY, 1920—JANUARY, 1921



WASHINGTON
GOVERNMENT PRINTING OFFICE
1921

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS: INDEX, FEBRUARY, 1920—JANUARY, 1921.

INTRODUCTORY NOTE.

The present bulletin constitutes a complete author and subject index to the 2,380 entries contained in the 10 numbers of the Monthly Record of Current Educational Publications issued from February, 1920, to January, 1921, inclusive. The record was published each month during this period, with the exception of July and August. The references in the index are to the item numbers which run consecutively through the 10 issues of the record for the year.

This bulletin is designed to serve institutions and persons desiring to preserve a permanent bibliography of educational literature for 1920, which may be formed by binding the 10 numbers of the Monthly Record for the year with the index here presented.

[The numbers refer to item, not to page. Names of persons about whom articles or books are written and references to subjects, are printed in small capitals.]

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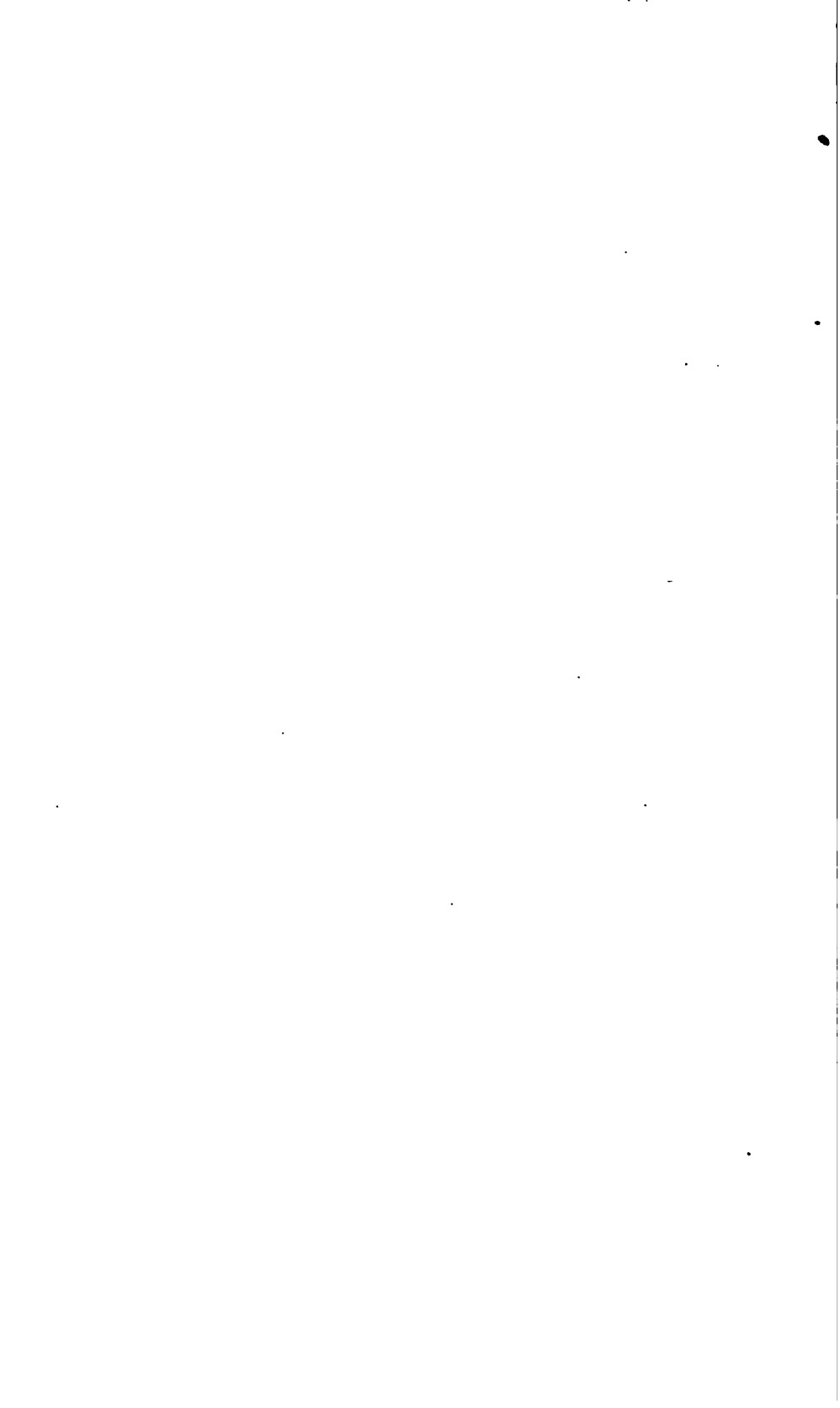
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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1921, No. 3

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

FEBRUARY, 1921



WASHINGTON
GOVERNMENT PRINTING OFFICE

1921

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

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CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers' salaries and professional status—Higher education—School administration—School management—School hygiene and sanitation—Sex hygiene—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral and religious education—Manual and vocational training—Vocational guidance—Home economics—Professional education—Civic education—Americanization—Education of soldiers—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1. **Associated Harvard clubs.** Report of the proceedings at the twenty-second annual meeting, Washington, D. C., April 30–May 1, 1920. 45 p. 8°. (Supplement to the Harvard alumni bulletin, vol. 23, no. 14, January 6 1921)

2. **Louisiana.** Conference of state and parish school officials. Notes on the proceedings of conference held in New Orleans, La., December 16–18, 1920. Baton Rouge, State department of education, 1920. 11 p. 8°.

A statement of some of the important facts which were disclosed in the discussions, and some of the essentials in instruction and administration that were agreed upon.

3. **Pennsylvania. University. Schoolmen's week.** Seventh annual proceedings, April 8–10, 1920. Philadelphia, Pa., Pub. by the University, 1920. 338 p. 8°.

Contains: 1. R. M. Haig: Available sources of additional support for Pennsylvania schools, p. 20–29. 2. W. B. Owen: How to organize a state education association of a democratic basis, p. 37–41. 3. T. E. Finegan: The future of education in Pennsylvania, p. 44–56. 4. J. W. Sweeney: Transportation to the rural consolidated school, p. 59–62. 5. L. J. Russell: Tentative standards for rural courses of study, p. 63–66. 6. E. M. Rapp: Suggestive standards and specifications of the consolidated plant, p. 66–70. 7. L. A. King: Preparation and certification of rural teachers—the situation in Pennsylvania, p. 78–93. 8.

Carter Alexander: The county training schools of Wisconsin, p. 93-98. 9. Mabel Carney: Should rural teachers be prepared in high schools? p. 99-106; Discussion, p. 106-10. 10. H. Updegraff and L. A. King: Third annual report of the Bureau of educational measurements, p. 110-37. 11. H. O. Deltrick: General intelligence and school organization, p. 137-43. 12. B. F. L. Rosenberry: A correlation of comprehension scores derived from the Monroe silent reading tests and teachers' grades, p. 143-46; Discussion, p. 146-48. 13. O. P. Cornman: The educational emergency in Pennsylvania—the need for a campaign, p. 148-56. 14. A. J. Glennie: How an educational campaign was organized and conducted in New Jersey, p. 156-63. 15. Carter Alexander: How to organize a publicity campaign for better school support, p. 163-66. 16. How can civic, social and commercial agencies help in an educational campaign in Pennsylvania? p. 167-73. 17. Carter Alexander: How to "put over" the publicity campaign for better school support, p. 173-78. 18. C. H. Carback: Certain facts regarding salaries in Pennsylvania, p. 181-88. 19. E. S. Evenden: Essential features of a state salary law, p. 188-96; Discussion, p. 196-200. 20. Harlan Updegraff: What are the desirable features of a state certificate law? p. 200-205. 21. G. C. L. Riemer: The present situation of the high schools of Pennsylvania, p. 217-234. 22. A. D. Yocum: Constants essential to democratic courses of study, p. 238-52. 23. W. D. Lewis: Constants and electives in the high school course, p. 253-57. 24. G. R. Tyson: Results of intelligence examinations held in the colleges and high schools, p. 262-70. 25. H. J. Roddy: The correlation of high school and college teaching of biology, p. 272-78. 26. F. M. Leavitt: Vocational guidance and placement, p. 278-83. 27. J. A. Lester: Some facts and fictions about school spelling, p. 291-98. 28. W. C. Ash: Standardization of mechanic arts in the high schools, p. 311-17.

EDUCATIONAL HISTORY AND BIOGRAPHY.

4. Aurner, Clarence Ray. History of education in Iowa. Vol. 5. Iowa City. State historical society of Iowa, 1920. x, 371 p. 8°.

This volume includes brief accounts of the history of five types of state educational or semieducational institutions in Iowa: the College for the blind, the School for the deaf, the Soldiers' orphans' home, the Reform schools, and the Institution for the feeble-minded.

5. Cajori, Florian. Greek philosophers on the disciplinary value of mathematics. Mathematics teacher, 13: 57-62, December 1920.

6. India. Bureau of education. . . . Selections from educational records. Part I. 1781-1839. Calcutta, Superintendent government printing, 1920. 225 p. plates. 4°.

7. Powers, Samuel Ralph. A history of the teaching of chemistry in the secondary schools of the United States previous to 1850. Minneapolis, University of Minnesota, 1920. 68 p. 8°. (Research publications of the University of Minnesota. Current problems, no. 13)

Bibliography: p. 53-61.

8. Wells, Herbert G. The outline of history; being a plain history of life and mankind. Written with the advice and editorial help of Ernest Baker. Sir H. H. Johnston, Sir E. Ray Lankester, and Prof. Gilbert Murray, and illustrated by J. F. Horrabin. New York, The Macmillan company, 1920. 2 v. illus., maps. 8°.

Mr. Wells' Outline contains much material on the development of human culture and of education from the earliest times to the present. His announced purpose is to make plain in his history that "human progress is largely mental progress—a clearing and an enlargement of ideas."

9. Winston, George Tayloe. A builder of the new South; being the story of the life work of Daniel Augustus Tompkins. Garden City, New York. Doubleday, Page & company, 1920. x, 403 p. front. (port.) 8°.

Mr. Tompkins (1851-1914) is known as the "father of the cotton seed oil industry," the man who turned a waste product into a national resource. Chapters 11 and 12 of the biography deal with his work as a promoter of industrial and technical education in the South, and as a builder of textile schools.

10. **Wright, Thomas Goddard.** Literary culture in early New England, 1620-1730. Edited by his wife. New Haven, Yale university press, 1920. 322 p. 8°.

Attempts to determine the culture of the people of early New England and to study the relation between their culture and the literature which they produced. In carrying out the plan of the book, the writer has made a study of the education of the New Englanders, their libraries, their ability to obtain books, their use and appreciation of books, their relations with political and literary life in England, and their literature.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

11. **Aikin, Wilford M.** International relations in education. School and society, 13: 61-67, January 15, 1921.

The possibilities of secondary education in the field of international relations.

12. **Bagley, William C.** Are the older "school virtues" obsolescent? Educational review, 61: 6-10, January 1921.

A plea for the older school virtues, especially that of thoroughness, which the writer says has been relegated to the background by the emphasis placed on the ideal of initiative.

13. **Claxton, Philander P.** Don't you care whether school keeps or not? Independent, 105: 84-85, January 22, 1921.

Discusses shortage of teachers; expenditures for education, etc.

14. **Dolch, Edward William, jr.** The education of the community. Educational administration and supervision, 6: 512-16, December 1920.

Suggests ways in which the superintendent can educate the community to fuller understanding and support of the public schools.

15. **Duggan, Stephen P.** Schools of today in the old world and the new. American education, 24: 156-60, December 1920.

Address delivered at the University convocation, Albany, October 7, 1920. The educational reforms prompted by the war both in Europe and America.

16. **Mims, Edwin.** The new challenge to teachers of America. High school journal, 3: 227-31, December 1920.

Address before the North Carolina teachers' assembly, Asheville, November 25, 1920.

17. **Reynolds, Ernest Shaw.** Democracy in education. American teacher, 9: 178-81, November 1920.

Also in School and society, 13: 24-27, January 1, 1921.

A report made at the meeting of the North Dakota state teachers' association at Grand Forks, North Dakota, before the section of higher and professional education.

18. **Richardson, Jacob W.** Educational ideals and Americanism. Harvard graduates' magazine, 29: 177-82, December 1920.

19. **Smith, W. C.** The community and the teacher. Training school quarterly, 2: 1-8, October, November, December 1920.

Address delivered before the North Carolina parent-teacher association.

What the community entrusts to its teachers, what it expects and requires of them, and what it owes them.

20. **Southington, Conn. School board.** Annual report . . . 1920. [Southington, Conn., 1920] 69 p. 12°. illus.

Part 1 deals with a health survey of the schools, part 2 is the report of the superintendent, containing information concerning the use of educational tests in the schools, part 3 gives the report of the finance committee.

21. **Strayer, George D.** Making good the promise of democracy. Good house keeping, 72: 28-29, 115, February 1921.
An equal opportunity for all and the Smith-Towner bill.
22. **Utah educational campaign committee.** Utah's educational program. Girls and boys her greatest asset; education her biggest business. [Salt Lake City, Department of public instruction, 1920?] 34 p. illus. 8°.
An appeal to the people of Utah to assist in carrying out the program provided by the new school laws of the State. Illustrated with many charts.
23. **Williams, James T., jr.** The press and the public schools. Journal of education, 92: 595-97, December 16, 1920.
Paper read at the Massachusetts teachers' association.
Says the press has a deep obligation to the public schools, but in return for that support the people have a right to expect certain things. Most of the article is given to discussing the things we have a right to expect from the schools.
24. **Wisconsin's educational horizon**, vol. 3, no. 3, pts. 1-3, November-December 1920.
Pt. 1.—The State board of education, an agency of cooperation and coordination, 1920-1921, 28 p.—Pt. 2.—The first year of Wisconsin's educational bonus law, 1919-1920, 58 p.—Pt. 3.—Wisconsin looking forward, an educational program, 15 p.

FOREIGN COUNTRIES.

25. **De Haas, J. Anton.** The intellectual blockade of Germany. Nation, 112: 38-39, January 12, 1921.
Discusses the plight of the German and Austrian universities, owing to the enormous increase in the cost of materials, equipment, and the necessities of life.
26. **Das gymnasium und die neue zeit.** Fürsprachen und forderungen für seine erhaltung und seine zukunft. Leipzig und Berlin, B. G. Teubner, 1919. 220 p. 8°.
27. **India. Commission of inquiry.** Village education in India. The report of a commission of inquiry. London, New York, Oxford univers'ty press. 1920. xii, 210 p. 16°.
Members of the Commission: A. G. Fraser, Miss M. M. Allan, J. H. Maclean, K. T. Paul, D. J. Fleming.
28. **Iyer, P. A. S.** The Madras elementary education act. Indian review (Madras, India) 21: 692-94, November 1920.
29. **Wiggin, Anne.** Education for nationalism: an example. School and home education, 40: 89-92, December 1920.
The education of children in France before the war and how it served her in time of war.

EDUCATIONAL THEORY AND PRACTICE.

30. **Bamberger, Florence E.** Progressive education in public schools. Educational review, 61: 19-30, January 1921.
Discusses the meaning of "progressive education." Gives results of tests made in the public schools of Baltimore regarding the health of pupils, recreational facilities, etc. Outlines the curriculum of progressive education.
31. **Cobb, Stanwood.** The essence of progressive education. Educational review, 61: 1-5, January 1921.
"Progressive education" is an effort to give more freedom and more responsibility to the pupils. The writer declares it to be "a daring experiment." It is best seen in the different progressive schools, such as the Organic school of Fairhope, Alabama; the Park school, Baltimore, Md.; and the Moraine Park school, Dayton, Ohio. The object of the progressive school is to arouse interest in the acquisition of knowledge, and provide opportunity for physical movement and exercise. One of its tenets is the use of movable furniture; another is easy access to the out-of-doors.

32. **Cuff, Sister Mary Louise.** The limitations of the educational theory of John Locke especially for the Christian teacher. Washington, D. C., 1920. 148 p. 8°.

Bibliography: p. 146-48.

A dissertation submitted to the Catholic sisters college of the Catholic university of America in partial fulfillment of the requirements for the degree doctor of philosophy.

33. **Hobson, Elsie G.** The progressive private school. Educational review, 61: 31-40, January 1921.

Says that the progressive schools are essentially experimental. Their program is flexible, and they are not afraid to scrap a scheme if it proves unprofitable or to try a new one that promises well.

34. **Morrison, Henry C.** Studies in high-school procedure—direct and indirect teaching. School review, 29: 19-30, January 1921.

Says that learning is positive and effective in proportion as it is direct classroom work with no assignment of lessons, except assimilative material, and no intervention of inhibitory learning about the ability to be required. Gives examples in the teaching of Latin and French.

35. **Booke, Eleanor W.** Educational ideas in some English novels. Journal of experimental pedagogy, 5: 279-88, December 6, 1920.

Second and concluding paper on the subject. Educational ideas in novels by Dickens, George Eliot, Hughes, Hardy, Meredith, Wells, etc.

36. **Smith, Eugene R.** An interesting educational experiment. Educational review, 61: 11-18, January 1921.

Discusses the work and methods of the Park school of Baltimore, Md.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

37. **Drummond, Margaret.** Five years old or thereabouts; some chapters on the psychology and training of little children. London, Edward Arnold, 1920. 180 p. front. 12°.

"List of other works": p. 178.

38. **Fryer, Eugenie M.** A book of boyhoods: Chaucer to MacDowell. New York, E. P. Dutton & company [1920] x, 302, p. front. 8°.

The author believes that in modern education too little attention is paid to the imagination. In this book of boyhoods, covering in time six centuries, and depicting a variety of professional types, it is found in each instance that the well-spring of vision has the same source—imagination.

39. **Henderson, Gertrude M.** Educating the child's imagination. Education, 41: 303-11, January 1921.

Says that too early an introduction to the world of books tends to crush out the original spirit in children.

40. **Mitchell, David.** Child psychology. Psychological bulletin, 17: 363-74, November 1920.

A review of recent works on the psychology of childhood. Gives references.

41. **Rasmussen, Vilhelm.** Child psychology. I. Development in the first four years. With a preface by Prof. Harald Høffding. London, [etc.] Gyldendal [1920] xv, 166 p. plates. 12°.

"Literature": p. 165-166.

Translated from the Danish by G. G. Berry.

42. **Strange, A. C.** [Individual differences] Oregon teachers monthly, 25: 118-21, 173-76, November, December 1920.

The first article is entitled "The problem of individual differences" and the second "Causes of individual differences."

43. **Tracy, Frederick.** The psychology of adolescence. New York, The Macmillan company, 1920. 24 p. 8°.

EDUCATIONAL TESTS AND MEASUREMENTS.

44. Ballard, Philip Boswood. Mental tests. London, New York [etc.] Hodde and Stoughton, Ltd., 1920. ix, 235 p. 12°.

Describes the attempts made in England, America, and elsewhere to arrive at a scientific system of testing intelligence, reasoning, and the results of teaching.

45. Barthelmess, Harriet M. Geography testing in Boston. *Journal of educational research*, 2: 701-12, November 1920.

46. Bird, Grace E. A test of some standard tests. *Journal of educational psychology*, 11: 275-83, May-June 1920.

"Records were secured from sixty pupils in thirteen standard educational tests, and on the basis of the results a study is made of the diagnostic value of each of the tests. Those involving the most language ability were the most reliable indices of general school ability gauged by general success in the entire group of tests, by teachers' estimates, and by school marks."

47. Brooks, Samuel S. Using standardized tests in rural schools for grading purposes. *Journal of educational research*, 2: 729-35, November 1920.

This is the third article by Supt. Brooks on the general topic, "Putting standardized tests to practical use in rural schools."

48. Chamberlain, E. M. The psychological testing of intelligence. In *Eastern association of physics teachers. Report*, 1920. p. 7-15.

Tests for general intelligence. Discusses the scales themselves and the uses of intelligence ratings.

49. Clement, J. A. Use of mental tests as a supplementary method of making school adjustments in colleges. *Educational administration and supervision*, 6: 433-44, November 1920.

50. Coxe, W. W. Value of intelligence tests in the assignment and promotion of pupils—results of group intelligence tests in the Cincinnati schools. *School index*, 7: 136-37, January 7, 1921.

Report presented before the Cincinnati schoolmasters club, December 11, 1920.

51. Flemming, Edwin G. A study of silent reading in classes in speech. *Quarterly journal of speech education*, 6: 31-51, November 1920.

Study based on test in the department of public speaking at the University of Wisconsin. The reading test was the Thorndike scale alpha 2.

52. Freeman, Frank N. The interpretation and application of the intelligence quotient. *Journal of educational psychology*, 12: 3-13, January 1921.

Discusses the relationship between the intelligence quotient as a measure of the mental capacity of the individual and the facts of mental development.

53. ———. Mental tests. *Psychological bulletin*, 17: 353-62, November 1920.

Discusses the Army tests, also new tests or new forms of old tests. Gives an extensive bibliography.

54. Holley, Charles E. Mental tests for school use. Urbana, Pub. by University of Illinois, 1920. 91 p. 8°. (*University of Illinois bulletin*, vol. 17, no. 28, March 3, 1920. Bureau of educational research—bulletin no. 4.

Pt. I.—The present status of mental testing. Pt. II.—Comparison of group mental scales. Pt. III.—Mental survey of the Champaign public schools.—Appendix.

55. Pillsbury, W. B. Selection—An unnoticed function of education. *Scientific monthly*, 12: 62-74, January 1921.

Discusses the value of mental tests as compared with selection; the difference between the slow process of the school system of selection, and modern mental measurements to determine the ability of pupils. Shows advantages of both.

56. Pintner, Rudolf, and Marshall, Helen. A combined mental-educational survey. *Journal of educational psychology*, 12: 32-43, January 1921.
Suggestions for the combination of mental and educational tests in order that we may measure accurately the wastage of intelligence.
57. ——— and Noble, Helen. The classification of school children according to mental age. *Journal of educational research*, 2: 718-28, November 1920.
The writer says that the experiment of classifying children according to mental age has shown that such a classification is thoroughly practicable and will eliminate a great deal of the present-day waste and inefficiency in the ordinary school system.
58. Pressey, L. C., and Skeel, H. V. A group test for measuring reading vocabulary in the first grade. *Elementary school journal*, 21: 804-9, December 1920.
Discusses results obtained by the Haggerty visual vocabulary test.
59. Pressey, Sydney L. Suggestions looking toward a fundamental revision of current statistical procedure, as applied to tests. *Psychological review*, 27: 466-72, November 1920.
Discusses certain limitations to the present concepts of "reliability" and "validity" as applied to intelligence tests.
60. Thorndike, Edward L. The reliability and significance of tests of intelligence. *Journal of educational psychology*, 11: 284-87, May-June 1920.
"The probable error of a twenty-minute group test of the Army Alpha type is about one year of mental age. This is about what is to be expected since the probable error of a Stanford-Binet score, representing a fifty-minute examination, is about five months of mental age."
61. Van Wagenen, Marvin J. Graded opposites and analogies tests. *Journal of educational psychology*, 11: 241-63, May-June 1920.
"Three hundred opposites and 800 analogies were given to elementary school pupils and to college students. On the basis of the results four equated sets of fifty each were constructed for both opposites and analogies. The article presents the lists and the keys for scoring."
62. ——— Table for computing mean individual scores in educational scales. *Teachers college record*, 21: 441-51, November 1920.
63. Webb, L. W. A comparison of two methods of studying with application to foreign language. *School review*, 29: 58-67, January 1921.
An effort to determine the relative value of two methods of studying paired associates, which the writer defines as "two tests of words, one opposite the other." The subjects in the experiment were students in the psychology classes of Northwestern university.
64. Wilson, G. M. Locating the language errors of children. *Elementary school journal*, 21: 290-93, December 1920.
Discussion of the most common errors of pupils as shown by tests made in the public schools of Boise, Connersville, Kansas City, and Cincinnati.
65. Yates, Dorothy Hazeltine. A study of twenty high school seniors of superior intelligence. *Journal of educational psychology*, 11: 264-74, May-June 1920.
"Five hundred and forty-three high school seniors of Oakland, California, were given the Otis tests of intelligence, and of the twenty that ranked highest (score 149-165) an intensive study was made with reference to kind of home, intelligence of parents, health, and general ability. A comparison is made between these twenty superior pupils and twenty selected from about the median."

SPECIAL METHODS OF INSTRUCTION.**PROJECT METHOD.**

66. Hatch, R. W. Teaching modern history by the project method. An experiment. Teachers college record, 21: 452-69, November 1920.

An experiment in history teaching that has been tried out at the Horace Mann School for Girls for the past year. It is a course in modern European history, and the class is in the last year of the Junior High School.

67. Wilgus, A. C. The laboratory method in the teaching and studying of history. Historical outlook, 12: 23-27, January 1921.

What the laboratory system in history is, how it operates, and the advantages of the system.

VISUAL INSTRUCTION.

68. Confessions of a movie educator. Independent, 104: 424-25, 447, December 25, 1920.

Work of the educational department of a film manufacturing concern. Illustrated.

69. Grossmann, Maximilian P. E. Visual education and child psychology. Educational film magazine, 5: 6-7, January 1921.

The child's reactions to various types of motion picture stimuli. Speaks of the need for careful selection and production of films for children.

SPECIAL SUBJECTS OF CURRICULUM.**READING.**

70. Lewis, William Dodge and Rowland, Albert Lindsay. Silent reading. Kansas teacher, 12: 12-13, 15, January 1921.

Also in Arkansas Teacher, 8: 6-9, December 1920.

71. Pressey, L. W. and S. L. A critical study of the concept of silent reading ability. Journal of educational psychology, 12: 25-31, January 1921.

Discusses the problem of whether the form or the content of the matter read is an important factor in silent reading.

72. Waldman, Bessie. Definite improvement of reading ability in a fourth-grade class. Elementary school journal, 21: 273-80, December 1920.

Study made as a part of class work in a course entitled "Special problems in teaching," given at the University of Cincinnati. Writer says that in her fourth-grade class, the subject of reading caused more trouble than any other in the curriculum. Discusses methods of accelerating the rate of reading and of increasing the number of ideas retained.

ENGLISH AND COMPOSITION.

73. Backus, Bertie. Solving the problem of the failure in English. English Journal, 9: 579-83, December 1920.

74. Green, Jenny Lind. An English project motivated by history. English Journal, 9: 557-69, December 1920.

Considers the construction and presentation of a play as an English project.

75. Inland empire council of teachers of English. Minimum requirements in the mechanics of English composition. For use in the high schools of the Inland empire. 2d ed., rev. and enl. Missoula, Mont., Inter-mountain educator, 1920. 44 p. 8°.

LITERATURE.

76. **Bamesberger, Velda C.** Standard requirements for memorizing literary material. Urbana, University of Illinois, 1920. 93 p. 8°. (University of Illinois bulletin, vol. 17, no. 26, February 23, 1920. Bureau of educational research—Bulletin no. 3)

77. **Chamberlain, Essie.** Literary attitudes and reactions of boys and girls. Illinois association of teachers of English bulletin, 13:1-15, January 1, 1921.

The results of a study made to ascertain the differences in reactions in English classes where boys and girls recite separately, and the results of a study of the reading interests and literary attitudes of 1,000 students in the Oak Park High School.

ANCIENT CLASSICS.

78. **Arms, S. Dwight.** The outlook for Latin. Educational review, 61:41-53, January 1921.

Discusses the present status of the various foreign languages in the secondary schools of New York state, and the outlook for Latin. Says that the position of Latin in the curriculum is encouraging.

79. **Findley, Edwin L.** High school Latin and some modern conditions. Classical journal, 16:142-48, December 1920.

80. **Lodge, Gonzalez.** A reasonable plea for the classics. Teachers college record, 21:413-31, November 1920.

An address delivered at a meeting of the Maryland state teachers association, Ocean City, June 29, 1920.

A plea for the classics in the high-school curriculum. Suggests the most important points in which classical teaching seems to be valuable.

81. **Oldfather, W. A.** Latin as an international language. Classical journal, 16:195-206, January 1921.

Discusses the movement to make Latin an international language. The question became a practical one at the meeting of the International research council, in Brussels, September 18-28, 1919, when a committee was appointed to investigate and report on the present status and possible outlook of the general problem of an international auxiliary language.

82. **Perkins, Albert S.** Latin training for business. Classical journal, 16:165-70, December 1920.

A plea for a wider study of Latin in the secondary school. Discusses the practical value of Latin as a medium for building up an extensive English vocabulary.

83. **Reynolds, A. B.** Economy in first-year Latin work. Classical journal, 16:132-41, December 1920.

Says that the successful reading of Caesar is a better preparation for Cicero or Vergil than any first book can be. Methods of teaching Latin in the high school of San Rafael, Calif.

84. **Rice, Edith F.** Latin plays for schools. Classical journal, 16:149-56, December 1920.

Discusses the advantages of the classics, and the popularizing of Latin through the medium of Latin plays. Gives a list of suitable plays for high school students.

MODERN LANGUAGES.

85. **Henry, Frederick S.** Attainable aim in modern language teaching in the preparatory schools. Modern language journal, 5:121-28, December 1920.

Read before the New York state modern language association.

MATHEMATICS.

86. Breslich, E. R. The teaching of mathematics in the junior high school. *School review*, 29: 38-48, January 1921.
Gives an outline of the seventh-grade course in one of the experimental classes of the junior high school at the University of Chicago.
87. Cajori, Florian. Minimum high school mathematics. *School science and mathematics*, 21: 25-28, January 1921.
88. Kelly, F. J. The results of three types of drill on the fundamentals of arithmetic. *Journal of educational research*, 2: 693-700, November 1920.
An address delivered before the National association of directors of educational research at Cleveland, Ohio, February 26, 1920.
89. Mason, Thomas E. High school and college mathematics. *School science and mathematics*, 21: 37-44, January 1921.
Read before the mathematics section of the Indiana state teachers' association, 1920.
90. Thorndike, Edward L. The constitution of arithmetical abilities. *Journal of educational psychology*, 12: 14-24, January 1921.

SCIENCE.

91. Davis, Bradley M. The problem of the introductory course in botany. *Science*, n. s., 52: 597-99, December 24, 1920.
Study based on replies to a questionnaire sent to a number of botanists in the United States and Canada requesting outlines of what they would plan as the best type of introductory course in botany.
92. Finley, Charles W. Some studies of children's interests in science materials. *School science and mathematics*, 21: 1-24, January 1921.
Results of a study made to ascertain the nature of (1) Children's interest in animals, and (2) Pupils' interest in plants, animals, and physical phenomena.
93. Goddard, H. N. General science in the junior high school. *School science and mathematics*, 21: 52-60, January 1921.

GEOGRAPHY.

94. Branom, Fred K. What the business world demands of geography. *School science and mathematics*, 21: 55-72, January 1921.
Read at the November meeting of the Central association of science and mathematics teachers, Chicago, Ill.
95. Winchester, Lily. The teaching of geography to children. With a preface by Percy M. Roxby. London, Methuen & co., ltd. [1920] 50 p. 12°.

HISTORY.

96. Barr, A. S. An analysis of the larger mental processes involved in the study of elementary school history. *Educator-journal*, 21: 263-68, January 1921.
97. Hasluck, Eugene Lewis. The teaching of history. Cambridge, The University press, 1920. 4 p. l., 119 [2] p. 12°. (Cambridge handbooks for teachers. General editor, J. W. Adamson.)
98. Linke, Karl. Der erzählende geschichtsunterricht. Zweite verbesserte auflage. Braunschweig, Hamburg, Georg Westermann, 1920. 186 p. 8°.
99. Madeley, Helen M. History as a school of citizenship. With a foreword by The Master of Balliol. London, New York, [etc.] Oxford University. 1920. 106 p. illus. 12°.

100. Mecker, H. H. History instruction in elementary schools: basis for selecting the content and method of presentation. *Education*, 41: 293-97, January 1921.

Says that history instruction should begin early in the life of the elementary school pupil, with stress laid on the conditions which surround him. Writer contends that history teaching deals too much with political and too little with social and industrial material.

CURRENT EVENTS.

101. Speare, Morris Edmund and Norris, Walter Blake, *ed.* Vital forces in current events. Readings on present-day affairs from contemporary leaders and thinkers. Boston, New York [etc.] Ginn and company [1920] vii, 284 p. 12°.

This volume presents contemporary problems and ideals, national and international, as they are seen by men of light and leading today. The articles included have been carefully chosen with regard to their English style. The increasing recognition of the value of readings in current events in school and college causes an immediate need for a book of this sort.

MUSIC.

102. Scholes, Percy A. 'Musical appreciation' in schools; why—and how? Comprising a brief general discussion of the subject and a teacher's companion to 'The book of the great musicians.' With an introduction by Sir Hugh P. Allen. London, New York [etc.] Oxford University press, 1920. 41 p. 12°.

ART.

103. Whitford, William G. Curriculum-building in art. *Elementary school journal*, 21: 281-89, 352-60, December 1920, January 1921.

"Method of determining more definite and concise terminology and objectives for use in planning a course of study in art for the public school." Conspectus of course of study in art.

104. Wilson, Francesca M. Professor Čížek takes his class. An authoritative account of an actual lesson given recently. *Teacher's world*, 24: 898, 895, December 1, 1920.

A sensation in educational circles in England has been created recently by an exhibition of children's woodcuts, paintings, etc. The inspirer of this wonderful work is Professor Čížek, Principal of the Vienna school of arts and crafts. An account of his work is given in this article.

KINDERGARTEN AND PRIMARY SCHOOL.

105. Ezekiels, Jeannette. The kindergarten makes adequate provision for the child's physical development. *Kindergarten and first grade*, 6: 10-14, January 1921.

Address given before the Kindergarten department, National education association, Salt Lake City.

The kindergarten, its health work with parents, its oversight of the children's physical development, and the social aspect and emphasis of its program.

106. Smith, William Alexander. An experiment in purposeful activities in a first grade. *Kindergarten and first grade*, 6: 24-28, January 1921.

An experiment tried in the Broadway school, Hackensack, N. J.

RURAL EDUCATION.

107. Hoffman, U. J. Health, comfort, welfare in one-room schools. *School news*, 34: 257-59, January 1921. illus.

A discussion of school desks and proper schoolroom seating.

108. King, Charles A. Hand work in the rural school. *Education*, 41: 320-24, January 1921.

SECONDARY EDUCATION.

109. **Florida. University. Teachers college. Department of secondary education.** Proceedings of the High school conference of April 15, 16, and 17, 1920. Gainesville, Fla., University of Florida, 1921. 52 p. 8° (University record, vol. 16, no. 1, February 1921)
- Contains: 1. W. D. Wilson: Physical fitness as an objective in high school education, p. 7-11. 2. A. H. Fillers: The sciences in our high school—subject matter, equipment, methods and the preparation of teachers, p. 11-19. 3. C. S. Oglvie: Extra-classroom activities in high school, p. 19-28. 4. S. A. Draper: Proper vocational guidance for Florida high schools, p. 23-30. 5. J. M. Feagle: Vocational guidance for Florida high schools, p. 30-35. 6. L. R. Sims: English in the high school, p. 36-41. 7. G. V. Fugitt: Supervision by the high school principal, p. 42-51.
110. **Briggs, Thomas H.** Comparative results in intermediate and elementary schools at Los Angeles. *Journal of educational research*, 2: 681-92, November 1920.
- The problems considered in this study are (1) To what extent do junior high-school pupils persist in school and (2) To what extent are secondary-education electives economically offered in the intermediate school.
111. **Gosling, Thomas Warrington.** The split-unit program in high schools. *Journal of educational research*, 2: 736-40, November 1920.
- An address before the Southern Wisconsin teachers' association, Madison, March 26, 1920.
112. **Kirkpatrick, Lee.** Factors which control curriculum making in junior high school. *Southern school journal*, 32: 20-23, January 1921: 9-12 February 1921.
113. **New England association of colleges and secondary schools.** Standards for secondary schools. *School and society*, 12: 620-23, December 18, 1920.
- Report of the committee presented at the annual meeting, December 4, 1920. Recommendations for a standard secondary school are given under the following headings: Purpose of the school, Instruction, Program of studies, Qualifications of teachers, Organization and administration, Equipment, and Plan.
114. **Tripp, B. Ashburton.** A model high school group for a residential suburb. *American city*, 24: 39-40, January 1921.
- School located at Shaker heights village, a suburb of Cleveland, Ohio.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

115. **Beeson, M. F.** Certification of teachers by means of mental and standard educational tests. *Educational administration and supervision*, 6: 471-75, November 1920.
- Recommends some tests for use in the certification of teachers.
116. **Berg, David E.** Personality culture by college faculties. New York city. Institute for public service [1920] 127 p. tables. 12°.
- Based on a study of 72 university instructors at work with 100 classes in 25 subjects. The author spent a summer session in visiting the classes, and describes each teacher as seen from the viewpoint of the students. He urges every college to organize a committee to study teaching personality and efficiency.
117. **Dodd, E. E.** Well-to-do teachers. *Industrial-arts magazine*, 10: 22-23, January 1921.
- The permanent material welfare of teachers. Their ability to save and invest.
118. **Goodlet, Emily.** Graded exercises for practical teaching in history. *Educational administration and supervision*, 6: 517-25, December 1920.
- Bibliography: p. 525.

119. **Graves, Louia.** Needed: two hundred thousand trained teachers a year. World's work, 41: 309-12, January 1921.
Discusses the teacher shortage in a popular way. Illustrated with graphs showing inadequate salaries paid to teachers.
120. **Gray, William S.** Rating scales, self-analysis, and the improvement of teaching. School review, 29: 49-57, January 1921.
Discusses the advantages of the rating scale devised by Dr. Rugg, which was presented in the "Elementary school journal," May, 1920; also the supervisory plan organized by E. A. Turner, at the Illinois state normal university.
121. **MacCracken, Henry N.** Religio magistri. Atlantic monthly, 127: 76-84, January 1921.
Discusses the qualifications of the teacher. Emphasizes the faith of the teacher in his profession.
122. **Massachusetts.** Special commission on teachers' salaries. Report . . . 1920. Boston, Wright & Potter printing co., state printers, 1920. 159 p. 8°.
Salaries and qualifications of teachers in Massachusetts, salary schedules for certain cities and towns, length of service, etc.
123. **Morton, Robert L.** The examination method of licensing teachers. Educational administration and supervision, 6: 421-32, November 1920.
124. **Mudge, E. Leigh.** Professional ethics for teachers. School and society, 12: 601-604, December 18, 1920.
Some suggestions concerning the teacher's attitude toward other teachers, non-professional school officers, business men, so-called superiors or inferiors, pupils, and community.
125. **Shoninger, Yetta S.** The function and responsibilities of the critic teacher. Educational administration and supervision, 6: 461-90, December 1920.
Says that critic work involves abilities of the highest order. The value of practice-teaching hinges upon the critic teacher; and if practice-teaching is to play its part in effective professional preparation we must have the able critic for whom we are willing to pay the price.
126. **Welborn, E. L.** Co-operation with local schools in student teaching. Educational administration and supervision, 6: 445-70, November 1920.
"Adjacent town and rural schools are utilized for student teaching by perhaps one-third of the two hundred ten public normal schools of the United States. This paper deals with some of the problems involved in the organization and administration of student teaching in this group of normal schools."
Bibliography: p. 466-70.
127. **Work, Monroe N.** Teachers' salaries. Southern workman, 50: 31-34, January 1921.
Salaries of Negro teachers.

HIGHER EDUCATION.

128. **Capen, Samuel P.** A national survey of state universities—how should it be undertaken? Educational record, 2: 20-28, January 1921.
Address delivered before the National association of state universities, November 13, 1920.
129. **Coffman, Lotus D.** Recent growth of state universities creates crisis. School life, 5: 1-2, 10-12, December 15, 1920.
Address delivered at the inauguration of Dr. M. L. Burton as president of the University of Michigan.
Thinks the principal cause of the growth of universities is the rapid increase of high schools. The plan of limiting registration is impracticable.

180. Daniel, Hawthorne. Arthur E. Morgan's new type of college. *World's work*, 41: 405-409, February 1921.

A civil engineer's revolutionary experiment with Antioch college, to produce graduates who will become employers and not employees.

181. Fletcher, O. O. The salvage principle in college administration. *South Carolina education*, 2: 12-13, 21-22, December 15, 1920.

Some suggestions for retaining in college as many students as possible of those who otherwise might bring their college course to wreck.

182. Holliday, Carl. The arts college and the city. *School and society*, 12: 625-84, December 25, 1920.

Address delivered at the National association of urban universities, Philadelphia, December 18, 1920.

Some ideals and demands of the arts college in a city.

183. Holme, E. B. The American university; an Australian view. Sydney, Angus & Robertson, ltd., publishers to the University, 1920. 242 p. 12°.

Professor Holme, of the University of Sydney, attached during 1918-19 to the Education service of the Australian Imperial force, made the personal investigations on which this book is based with the object of discovering how far the methods, traditions, and customs which have created in the United States a markedly distinct type of English-speaking university are either applicable to or instructive for the British type of university established in Australia. He concludes that Australia has much to learn from American universities, if little or nothing to copy.

184. Kellogg, Vernon. The National research council. *North American review*, 212: 754-64, December 1920.

The organization and work of the National research council.

185. Shaw, Wilfred B. The University of Michigan. New York, Harcourt, Brace & Howe, 1920. 364 p. illus. 8°.

SCHOOL ADMINISTRATION.

186. Chamberlain, Arthur H. Urgent financial needs of California school system as related to teacher-training facilities and the office of county superintendent of schools. 11 p. 8°. (*Bulletin of the California teachers' association*, January 1921)

Advance reprint from *Sierra educational news*, February 1921.

Illustrated by tables, figures and graphs.

187. Further discussion of the Smith-Towner bill. *Educational review*, 61: 54-79, January 1921.

A symposium as follows: (1) Why the Smith-Towner bill should not become a law, by C. R. Mann, p. 54-65; (2) A reply to the arguments against the Smith-Towner bill, by G. D. Strayer, p. 65-70; (3) The Smith-Towner bill again, by Virgil G. Michel, p. 70-79.

188. Kenyon, Elmer. Perils in the Smith-Towner bill. *Pittsburgh school bulletin*, 14: 453, 455-57, 459-61, January 1921.

SCHOOL MANAGEMENT.

189. Clark, M. G. The course of study a factor in efficient teaching. *Journal of education*, 92: 598-600, December 16, 1920.

140. Collette, E. N. Days to be observed by public schools with suggested programs. *Oklahoma, State superintendent of public instruction* [1920?] 106 p. illus. 8°.

141. Detroit, Mich. Department of special education and Bureau of statistics and reference. Age-grade and nationality survey. *Detroit educational bulletin*, no. 3: 1-24, December 1920.

Facts regarding retardation, acceleration, and nationality in the schools of Detroit, Mich.

142. **Franzen, Raymond.** The accomplishment quotient. A school mark in terms of individual capacity. Teachers college record, 21: 432-40, November 1920.

The mark which is here advocated evaluates the accomplishment of the child in terms of his own ability.

143. **Kirby, Byron.** The curriculum. Educator-Journal, 21: 203-206, December 1920.

Some suggestions for changing the course of study beginning with the sixth grade so that the school systems would provide for a gradual divergence in the courses to be followed, dependent upon the different abilities and different tastes of the children themselves.

144. **Kruse, Samuel Andrew.** The problem of school attendance. Missouri school journal, 37: 471-74, December 1920.

The fundamental causes of poor attendance.

145. **Morgan, Geoffrey F.** The public schools and the boy scout movement. Normal instructor and primary plans, 30: 22-23, 66, January 1921. illus.

Some of the principles of the scout organization that might be utilized with profit in the schools.

146. **Thurston, Ernest L.** The right school spirit. School news and practical educator, 34: 311-16, January 1921.

The importance of the right school spirit and how this spirit can be maintained.

SCHOOL HYGIENE AND SANITATION.

147. **Averill, Lawrence Augustus.** Some hygiene projects for the upper grades. American journal of school hygiene, 4: 57-66, December 1920.

Suggests some projects in hygiene and sanitation which, attacked in a socialized way, will prove interesting and valuable to all upper grade classes.

148. **Churchill, Frank S.** Preventive medicine in its relation to schools. Boston medical and surgical journal, 183: 747-50, December 30, 1920.

Paper read at the annual meeting of the Massachusetts medical society, June 9, 1920. Urges an intensive study of under-nourished children throughout the school system.

149. **Lee, Roger I.** Preventive medicine and hygiene in relation to colleges. Boston medical and surgical journal, 183: 750-54, December 30, 1920.

Paper read at the annual meeting of the Massachusetts medical society, June 9, 1920. Gives mortality statistics of Harvard university for the last 10 years.

150. **Pelton, Garnet I.** Under par school children. Survey, 45: 573-74, January 15, 1921.

Discusses the health crusade in the public schools of Denver.

151. **Radebaugh, Mamie.** The school program from the standpoint of fatigue. Oregon teachers monthly, 25: 127-29, November 1920.

The writer says that every good program should present such an arrangement of recitations as to conform to the generally accepted laws of fatigue. Gives some suggestions for making such an arrangement.

152. **Smedley, Emma.** The school lunch; its organization and management in Philadelphia. Media, Pa., Emma Smedley [1920] xv, 164 p. incl. front., illus., diagrs. plates, fold. forms. 8°.

Bibliography: p. 151-53.

153. **Taylor, Henry L.** American posture league: its history, work and future. Modern medicine, 2: 777-79, December 1920.

Discussion of the general work of the league to increase interest in the improvement of habitual posture and to set up standards of posture training, etc., in school, and industrial life.

SEX HYGIENE.

154. **Armentrout, W. D.** Problems of sex education. *Education*, 41: 325-27. January 1921.

Advocates sex education in the home. Emphasizes the equipping of parents with the necessary knowledge of sex hygiene, rather than the public school teachers.

155. **Galloway, T. W.** Sex instruction. *Religious education*, 16: 330-37. December 1920.

A paper read at the Religious education association convention in Pittsburgh. This is the second part of the paper. The first part dealing with the nature of the sex problem and its relation to religious education is not printed here on account of limitations of space.

PHYSICAL TRAINING.

156. **Clark, Lydia.** Health and athletics for the high school girl. *School and home education*, 40: 84-86, December 1920.

157. **Geer, William H.** Prescribed physical training for Harvard freshmen. *Harvard graduates' magazine*, 29: 202-209, December 1920.

158. **Jessup, Elon.** A college outing club. *American review of reviews*, 63: 80-84, January 1921.

Describes the outdoor winter sports for the students at Dartmouth college. Illustrated.

159. **Roberts, E. L.** Military training in the schools. *Mind and body*, 27: 361-66, January 1921.

Address delivered at the physical education section of the National education association, Salt Lake City, July 6, 1920.

PLAY AND RECREATION.

160. **Bigger, Frederick.** Pittsburgh's playgrounds and citizens' committee on city plan. *American city*, 24: 50-53, January 1921.

Illustrated with diagrams.

161. **Dymond, J. A. G.** Scouting and the adolescent, with special reference to secondary schools. With a foreword by Professor J. J. Findlay and a memoir by F. J. Stafford. Manchester, The University press; London, New York [etc.] Longmans Green & co., 1920. 81 p. 16°.

Bibliography: p. 79-81.

162. **Hewitt, Richard G. and Ellis, Lewis.** School camps; their value and organization. Oxford, The Clarendon press, 1920. 110 p. 16°.

163. **O'Shea, M. V.** Playgrounds—city and rural. *Normal instructor and primary plans*, 30: 16-17, 64, February 1921. illus.

SOCIAL ASPECTS OF EDUCATION.

164. **Harding, Warren G.** A message to American mothers. *Social progress*, 5: 9, January 1921.

From the address of the president-elect of the United States delivered before the Ohio federation of the Child conservation league of America at its convention in Marion, December 15, 1920.

165. **Hewlett, William.** Parents first: an aspect of the education question. *Nineteenth century*, 89: 98-110, January 1921.

Discusses the influence of home environment. How sordid and ugly surroundings in the home may be rectified. The writer says: "Educate the parents first." Conditions in England discussed.

166. **Myers, Glenn E.** Mental health of children. *American journal of public health*, 11: 55-62, January 1921.
Importance of proper environment in the home.
167. **Page, Frank B.** The school and the community. *Elementary school journal*, 21: 297-303, December 1920.
Study of real life conditions by pupils, such as the industrial and commercial activities of the places where they reside.
168. **Robbins, Charles L.** The socialized recitation. Boston, New York [etc.] Allyn and Bacon [1920] viii, 100 p. 12".
Undertakes to show the place which the socialized recitation may have in the modern school, to emphasize its possibilities in the mastery of subject matter as well as in the cultivation of social ideals and practices on the part of the children in our schools, to present enough concrete material to make the technique clear to the teacher who wishes to use the method, to give a vivid view of the dangers to be avoided, and to show in some detail the qualities which need to be cultivated.

CHILD WELFARE.

169. **Oberholtzer, Ellis P.** What are the "movies" making of our children? *World's work*, 41: 249-63, January 1921.
Influence of the "movies" on boys and girls. What can be done to remove the "harmful excrescences upon this powerful agency of popular education and diversion."
170. **U. S. Children's bureau.** Eighth annual report of the chief, Children's bureau, to the Secretary of Labor. Fiscal year ended June 30, 1920. Washington, Government printing office, 1920. 45 p. 8".

MORAL AND RELIGIOUS EDUCATION.

171. **Briggs, Thomas E.** Can character be taught and measured? *School and society*, 12: 595-601, December 18, 1920.
Read at the Association of colleges and preparatory schools of the Middle States and Maryland, November 26, 1920.
Gives some suggestions for measuring character.
172. **Cowles, May K.** Week-day religious instruction in the city schools of Van Wert, Ohio. *Ohio educational monthly*, 70: 2-4, January 1921.
173. **Mudge, E. Leigh.** The psychology of the week-day religious school. *Religious education*, 15: 305-307, December 1920.
See also article by Victor Hoag on "Week-day instruction in Batavia, Illinois" on pages 307-309.
174. **Ogle, M. B.** A neglected aspect of education. *Education*, 41: 312-19, January 1921.
Discusses character building through the medium of literature—the spiritual message of the classics.
175. **Powell, Chilton L.** Education and religion. *Sewanee review*, 28: 558-72, October-December 1920.
Discusses the development of spirituality in higher education.
176. **Squires, Vernon P.** Bible study in public schools. *National school digest*, 40: 284-86, January 1921.
Practical results obtained in the schools of North Dakota. Influence of the work upon other states.
177. **Super, Paul.** Training a staff; a manual for Young men's Christian association executives. New York, Association press, 1920. xx, 300 p. 8".

MANUAL AND VOCATIONAL TRAINING.

178. **Anderson, Lewis F.** Beginnings in industrial education. *School and society*, 13: 1-9, January 1, 1921.
Seventeenth century plans and proposals for providing industrial education in common and in vocational schools.
179. **Bowman, Clyde A.** Graphic aids in vocational teaching analysis. *Industrial-arts magazine*, 10: 9-13, 49-53, January, February 1921.
180. **Hall, E. M.** The industrial cooperative course of the Lansing high school. *American machinist*, 54: 83-86, January 20, 1921. illus.
A course, open to the youths of the city of Lansing, Mich., intended to provide thorough training and experience in technical trades.
181. **Industry awards university scholarships.** *National association of corporation training bulletin*, 8: 12-19, January 1921.
Tells of four business organizations now granting scholarships in universities to certain of their worthy employees. The plans under which the scholarships are awarded are here given in detail.
182. **Leonard, Robert J.** One promotional aspect of the Smith-Hughes act—part-time education. *Educational administration and supervision*, 6: 491-598, December 1920.
Discusses the need for part-time schools, principles of organization, occupational extension, continuation schools, state legislation, etc.
183. **Petersen, Louis C.** Educational toys; consisting chiefly of coping-saw problems for children in the school and the home. Peoria, Illinois, The Manual arts press [1920] 112 p. illus. 4°.
184. **Sanderson, Dwight.** The status of social and economic studies in rural vocational high schools. *Vocational summary*, 3: 120-22, December 1920.
185. **Smith, Henry Louis.** Your biggest job; school or business. Some words of counsel for red-blooded young Americans who are getting tired of school. New York, London, D. Appleton and company, 1920. xi, 79 p. 16°.
186. **Sowers, J. L.** Prevocational education—a suggested outline. *Educator-journal*, 21: 199-203, December 1920.
Prevocational work of the seventh and eighth grades.
187. **U. S. Federal board for vocational education.** A tuberculosis background for advisers and teachers. Washington, Government printing office, 1920. 42 p. 8°. (Bulletin no. 59. Reeducation series no. 8, November 1920)
188. **Vaughn, S. J.** Purpose, terminology, and psychological basis of industrial work. *Industrial-arts magazine*, 10: 1-6, January 1921.
This is the ninth paper in a series entitled "First aid to the inexperienced."
189. **Woodworth, C. W.** Industrial education for China. *Mid-Pacific magazine*, 21: 49-51, January 1921.
This article is along the lines of the Pan Pacific university which has been advocated for several years by the leading workers in the Pan Pacific union.

VOCATIONAL GUIDANCE.

190. **Evans, Owen D.** Vocational guidance in the continuation school. *Manual training magazine*, 23: 209-14, January 1921.
191. **Maverick, Lewis A.** The status of vocational guidance in Massachusetts. April 1919. *School review*, 29: 31-37, January 1921.
Shows present status of vocational education in Massachusetts; educational guidance; and vocational counselors and instructors. Says that the chief burden of vocational guidance rests upon the regular teachers without allowance of either time or money for the extra work.

192. Vance, Thomas F. Mental tests in vocational guidance. National school digest, 40: 282-84, January 1921.

The possibilities of mental tests in vocational guidance. Suggests a method for determining vocational aptitude.

HOME ECONOMICS.

193. Snedden, David. Home economics in college and university. School and society, 13: 71-78, January 15, 1921.

PROFESSIONAL EDUCATION.

194. Foster, O. D. Student attendance at the Protestant theological seminaries. Christian education, 4: 12-22, December 1920.

195. MacLeish, Archibald. Professional schools of liberal education. Yale review, 10: 362-72, January 1921.

Says that education should labor to set men free, free from the bigotry of isolation, free from the prejudice of ignorance. Liberalism as related to professional schools.

196. Stegman, Henry M. A nurses' college. American journal of nursing, 21: 228-31, January 1921.

Says that recruiting for the nurse's vocation would be stimulated if the invitation were to come to a college instead of to a training school. Advocates the establishment of nurses' colleges.

197. Talbot, Eugene S. The dental education problem. Dental cosmos, 63: 34-38, January 1921.

Says that the present methods of dental practice in a measure are failures. Declares there are four requirements necessary for the future education of the dentist: (1) A liberal academic education; (2) the fundamental principles of medicine; (3) the clinical training for the specialty; (4) the opportunity for the graduate to finish his medical studies without loss of time or expense if he so desires.

198. Willes, Hugh E. Standards of legal education. School and society, 13: 9-14, January 1, 1921.

Discusses the problem of how to get into the legal profession the best possible attorneys.

CIVIC EDUCATION.

199. Blashfield, Herbert W. Training for Christian citizenship. Religious education, 15: 328-30, December 1920.

What is being actually attempted in the church schools in training for Christian citizenship.

200. Harap, Henry. Objectives in community civics. School and society, 12: 634-38, December 25, 1920.

Objectives concerned with civic habits, with civic knowledge, with civic service, and with the use of civic agencies.

201. McCormack, Thomas J. Civic education. School and home education, 40: 79-84, December 1920.

Paper read at the Illinois high school conference at Champaign, November 19, 1920.

202. Stebbins, C. A., ed. Film lessons for the classroom. No. 1. Advance notice of a course on civics. San Francisco, The F. S. Wythe pictures corporation [1920?] 16 p. 8°.

AMERICANIZATION.

203. The basis of Americanization. Unpartizan review, 15:92-99, January-March 1921.

A plea for spelling reform.

204. Gibbs, Lincoln R. Americanization and literature. English journal, 9: 551-56, December 1920.

A task for the teacher of literature in high school and college.

205. Gray, Robert Floyd. The teaching of English to the foreign-born. School and society, 13: 67-71, January 15, 1921.

206. Kelsey, Carl, *ed.* Present-day immigration, with special reference to the Japanese. Philadelphia, The American academy of political and social science, 1921. v, 232 p. 8°. (Annals of the American academy of political and social science. vol. 93, no. 182, January 1921)

Contains: Part III—Some factors affecting the assimilation of the immigrant.—1. Carol Aronovici: Americanization, p. 134-38. 2. H. A. Miller: The oppression psychosis and the immigrant, p. 139-44. 3. Ruby Baughman: Elementary education for adults, p. 161-68. 4. T. E. Finegan: The education of the illiterate immigrant, p. 168-73. 5. Talcott Williams: The political education of the immigrant, p. 173-80.

In paper no. 2, listed above, a viewpoint somewhat new is presented by Professor Miller, who emphasizes the importance of psychological reactions of people who have lived under repression.

207. Roberts, Peter. The problem of Americanization. New York, The Macmillan company, 1920. ix, 246 p. 12°.

This book is designed to aid men and women giving all or part time to the work of Americanization. The program and organization here outlined have been successfully used in many fields, and are the fruit of the author's years of service as director of Americanization work for the Y. M. C. A.

208. Sasamori, Junzo. What are the Japanese doing toward Americanization? Japan review, 6: 22-24, December 1920.

The various activities on the part of the Japanese which definitely contribute toward their own Americanization.

EDUCATION OF SOLDIERS.

209. Rorer, J. T. Educational opportunity in the army of occupation. Mathematics teacher, 13: 45-52, December 1920.

Concluded from preceding number. Educational work in Germany by the American army of occupation.

210. Snyder, James E. Occupational training in the army. Manual training magazine, 23: 214-19, January 1921. illus.

211. United States. Adjutant general's office. The educational system of the United States army. The army as a national school. Washington, D. C., The Adjutant general of the Army, 1920. 55 p. plates. 8°.

Tells of the educational and vocational training programme of the United States Army and sets forth the plans and desires of the War Department for the improvement and recreation of the young men entering the Army.

EDUCATION OF WOMEN.

212. Filene, Catherine, *ed.* Careers for women. Boston, New York, Houghton Mifflin company, 1920. 576 p. 12°.

213. Johnson, Alice. Some problems for a preceptress to solve. Idaho teacher, 2: 234-37, January 1921.

The duties of the dean of girls in the high school at Twin Falls, Idaho.

214. **Slosson, Edwin E.** Traitors to Cornell. Independent, 104: 396-97, December 18, 1920.

Discusses the question of coeducation.

215. **Teaching**, vol. 5, no. 5, November 1920. (Halls of residence)

Contains: 1. Alberta L. Corbin: Housing students at Kansas state schools, p. 6-8. 2. Alberta L. Corbin: The housing problem in the state schools, p. 9-10. 3. From the catalogs of other state schools, p. 12-15. 4. Hannah Oliver: What will Kansas do for her daughters, p. 15-16. 5. What folks say, p. 16-19.

216. **U. S. Federal board for vocational education.** Trade and industrial education for girls and women. Washington, Government printing office, 1920. 106 p. 8°. (Bulletin, no. 58. Trade and industrial series no. 15, October 1920)

Pt. 1. Economic and social aspects of vocational education for girls and women.
Pt. 2. Ways and means of establishing and operating a program.

NEGRO EDUCATION.

217. **Davis, Jackson.** Building a rural civilization. Some educational results among Southern Negroes. [Hampton, Va., Hampton institute, 1920] 17 p. illus. 8°.

Reprinted from the Southern workman for November and December 1920. Contains: I. County training schools. II. Supervising industrial teachers.

218. **Gandy, John M.** Educational reconstruction. Southern workman, 50: 38-42, January 1921.

Discusses educational reconstruction and welfare work among Negroes, with emphasis on the profession of teaching.

EDUCATION OF DEAF.

219. **National association of the deaf.** Proceedings of the thirteenth convention . . . held in Detroit, Mich., August 9-14, 1920. Washington, D. C., Gallaudet press, 1920. 160 p. 8°. (The Nad, vol. 5, no. 4, December 1920) (Arthur L. Roberts, secretary-treasurer, Kendall Green, Washington, D. C.)

220. **Booth, F. W.** The education of the deaf. Volta review, 23: 25-29, January 1921.

A statistical and historical study.

EXCEPTIONAL CHILDREN.

221. **Carothers, Willis H.** The supernormal child. Teaching, 5: 20-27, November 1920.

Individual differences and their causes, what the opponents of special classes charge, history of administrative changes for the gifted child, recommendations, etc.

222. **George, William B.** Social sanitariums and social doctors. Outlook, 127: 18-21, January 5, 1921. illus.

First discusses the subject of punishment vs. treatment for social ills, and then speaks briefly of the Junior republic at Freeville, N. Y.

223. **Lickley, E. J.** Order of work in special schools. Los Angeles school journal, 4: 3-6, December 20, 1920.

Tells of a method that has worked successfully for fifteen years in the special schools of Los Angeles. Says the order of importance of work in a special school is (1) Attendance; (2) Obedience; (3) Work of any kind; and (4) Good work.

224. **Perrin, H. A.** The exceptional child. School news and practical educator, 34: 302-305, January 1921.

Discusses the treatment that should be given the accelerated type of child in our schools.

225. Wallin, J. E. Wallace. A comparison of three methods for making the initial selection of presumptive mental defectives. *School and society*, 13: 31-45, January 8, 1921.

Delivered, in abstract, before the section of clinical psychology of the American psychological association, Chicago, December 1920.

226. Wyoming. Department of education. First report of the state director of special classes, 1919-1920. [Cheyenne, Department of education, 1920] 28 p. pl. 8°.

EDUCATION EXTENSION.

227. Clark, Ruth S. The continuation school. *Survey*, 45: 541-42, January 8 1921.

Discusses the continuation school in the educational system of New York city.

228. Fox, Genevieve M. When labor goes to school; a story of the workers' educational movement. New York, National board Young womens Christian associations, 1920. 80 p. 16°.

229. "Silas Burch." The day continuation school. *South African quarterly*, 2: 30-33, December 1920.

Conditions in South Africa. Discusses the provisions of the Fisher education bill; and their possible application in South Africa.

LIBRARIES AND READING.

230. The booklovers of tomorrow. *Bookman*, 52: 326-32, January 1921.

Contains: 1. P. P. Claxton: Teaching literature, p. 326-29. 2. Sherman Williams: School libraries, p. 329-30. 3. J. H. Finley: Dr. Finley's endorsement, p. 330-31. 4. J. L. Wheeler: A practical plan in operation, p. 331-32. 5. Payson Smith: Reading should be encouraged, p. 332.

Thinks that careless contemplation of the screen must not supplant the thoughtful reading of a book. The *Bookman* is making an effort to foster genuine appreciation of literature in the minds of the rising generation. The librarian of the public library of Youngstown, Ohio, tells of the plan of cooperation between the schools of his city and the library in promoting home reading with school credit, in paper no. 4.

231. Eaton, Anne Thaxter. What the library and the English department can do in co-operation for the whole school. *English journal*, 9: 570-73, December 1920.

232. Moore, Annie Carroll. Roads to childhood; views and reviews of children's books. New York, George H. Doran company [1920] 240 p. 12°.

233. Smith, Leon O. The high school library. *Middle-west school review*, 13: 5-7, January 1921.

An address before the superintendents and principals of the Nebraska state teachers' association.

Contains a suggested outline of a course of study in the use of books and libraries.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

234. Education for highway engineering and highway transport. Report of the Conference on highway engineering and highway transport education, held in Washington, May 14 and 15, 1920, under the direction of the Commissioner of education . . . Washington, 1921. 134 p. (Bulletin, 1920, no. 43)

235. List of references on the use of pictures in education. Prepared in the Library division, Bureau of education. Washington, 1921. 12 p. (Library leaflet no. 13, December 1920)

236. A school building program for Gloucester, Mass. Washington, 1920. 16 p. (Bulletin, 1920, no. 23)

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1921, No. 4

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

MARCH-APRIL, 1921



WASHINGTON
GOVERNMENT PRINTING OFFICE
1921

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural life and culture—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—Research—School administration—School management—School buildings and grounds—School hygiene and sanitation—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral and religious education—Manual and vocational training—Vocational guidance—Agriculture—Home economics—Commercial education—Medical education—Engineering education—Civic education—Americanisation—Education of service men—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

The issues of the record for March and April, 1921, are combined in the present double number.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

237. Maryland state teachers' association. Fifty-third annual meeting. . . . Ocean City, Maryland, June 29-July 1, 1920. 111 p. 12°. (Hugh W. Caldwell, secretary, Frederick, Md.)

Contains: 1. L. S. Hawkins: Education in a democracy and democracy in education, p. 15-19. 2. Gonzales Lodge: A reasonable plea for the classics, p. 23-37. 3. E. V. McCollum: What to teach the public regarding food values, p. 37-47.

238. Ohio. Department of public instruction. Report of proceedings Ohio schoolmen's conference, October 11-12, 1920. Issued under the direction of Vernon M. Riegel, superintendent of public instruction. Columbus, Ohio, The F. J. Heer printing co., 1920. 82 p. 8°.

Contains: 1. H. B. Turner: The organization and administration of the junior high school, p. 11-14. 2. R. G. Jones: The junior high course of study, p. 16-22. 3. G. R. Twiss: School surveys, their uses and limitation, p. 43-49. 4. Helen T. Woolley: Intelligence tests in the public schools, p. 49-51. 5. Alfred Virias: Education for culture, p. 59-63. 6. W. B. Bliss: Before and after testing, p. 67-78.

EDUCATIONAL HISTORY AND BIOGRAPHY.

239. Curoe, Philip R. V. Outline of the history of education. Part I. Ancient and medieval times. New York, Globe book company [1921] v, 72 p. 12°.
240. Finney, Ross L. The American public school; a genetic study of principles, practices, and present problems. New York, The Macmillan company, 1921. xiv, 335 p. illus. 12°. (Modern teacher's series, ed. by W. C. Bagley.)

A concise history of the American public school system for normal students.

241. Graham, Edward. The Harrow life of Henry Montagu Butler, D. D. Headmaster of Harrow school (1860-1885) Master of Trinity College, Cambridge (1886-1918) With an introductory chapter by Sir George O. Trevelyan. London, New York [etc.] Longmans, Green, and co., 1920. 433 p. front., plates, ports. 8°.
242. Kekewich, G. W. The education department and after. London, Constable and company, ltd. [1920] 358 p. 8°.
243. Old school-books. In The contributors' club. Atlantic monthly, 127: 422-24, March 1921.
244. Pulsifer, W. E. A brief account of the educational publishing business in the United States. Atlantic City, N. J., March 2, 1921. 36 p. 8°.
245. Smith, Edgar F. Priestley in America 1794-1804. Philadelphia, P. Blakiston's son & co. [1920] 173 p. 12°.

An account by the former provost of the University of Pennsylvania of the final decade of the life of Dr. Joseph Priestley, spent at Northumberland, Pa.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

246. Alexander, Carter. Motives utilized in successful publicity campaigns for better school support. School review, 29: 292-304, April 1921.
A study based on a questionnaire sent, in 1919, to many city superintendents throughout the United States relative to successful publicity campaigns for better school support.
247. Benner, Thomas E. A comparative study of the elementary schools, white and colored, of the 67 counties of Alabama. Montgomery, Ala., Brown printing co., 1921. 14 p. charts, tables. 8°.
Reprinted from Alabama school progress for February, 1921.
248. Blakely, Paul L. Is the United States ninth in literacy? America, 24: 595-96, April 9, 1921.
An examination into the table of percentages of illiteracy in foreign countries issued by the Bureau of the Census in 1915.

249. **Brown, Gilbert L.** Inequality of educational opportunity. *Journal of educational research*, 3: 185-200, March 1921.
A study of the schools in a Michigan village.
250. **Bunker, Frank F.** The problem and the opportunity of the public school of Hawaii. *Educational review*, 61: 100-9, February 1921.
Data based on a recent educational survey of Hawaii, conducted under the auspices of the U. S. Bureau of Education. Emphasizes the retarding effects of the language schools on the Americanization of pupils.
251. **Campbell, John C.** The Southern highlander and his homeland. New York, Russel Sage foundation, 1921. xxi, 405 p. plates, maps. 8°. Chapter XIII, p. 260-98, which is on Education, describes the school situation in the mountain districts. Bibliography of authorities consulted in preparing the book: p. 375-89.
252. **Clark, Harry.** Various accrediting agencies of the nation. *Journal of education*, 93: 115-17, February 3, 1921.
253. **Cobb, Stanwood.** A new movement in education. *Atlantic monthly*, 127: 227-34, February 1921.
By the secretary of the Progressive education association, describing the new type of progressive school which gives the largest possible freedom to the child. The writer thinks the public schools should be reorganized on the progressive model.
254. **De Voss, J. C.** A mental inventory. *Teaching*, 5: 4-13, January 1921.
Chapel address at the Kansas State normal school, Emporia.
255. **Eliot, Charles W.** Protection against ignorance. *Nation's business*, 9: 9-10, February 1921.
Dr. Eliot here presents a definite program for making the American school system a foundation on which to build a clear-thinking electorate.
256. **Finegan, T. E.** Pennsylvania's educational program. *Pennsylvania school journal*, 69: 279-85, January 1921.
Address before the Pennsylvania state education association, December 30, 1920.
257. **General education board.** Annual report, 1919-20. New York city, General education board [1921] x, 141 p. 12°.
258. **Hartwell, E. C.** Wise and responsible leadership. *Journal of education*, 93: 143-45, February 10, 1921.
The paramount need in American education is the development of wise and responsible leadership.
259. **Illiteracy in the United States.** *American review of reviews*, 63: 220-21, February 1921.
Comments on a synopsis of illiteracy in the United States published by Winthrop Talbot in the *Scientific American*.
260. **Institute for public service, New York.** Who's who and why in after-war education. New York, Institute for public service [1921] 432 p. 12°. Contains biographical sketches of educators, lists of educational associations, periodicals, tests and measurements, etc.
261. **James, Harlean.** Of, by, and for the people. *American review of reviews*, 63: 192-96, January 1921.
Discusses the status of the various educational bills in Congress, also the maternity and infancy bill.

262. **King, Henry Churchill.** A new mind for the new age. New York, Chicago [etc.] F. H. Revell company [1920] 192 p. 12".
The Cole lectures for 1920 delivered before Vanderbilt university.
Three chapters deal with the new age following the world war: its evidence; its perils; its values. Conversely three other chapters portray the new mind needed for the new age—the political, economic, and social challenge; the educational challenge; the moral and religious challenge.
263. **Strayer, George D.** A national point of view in education. American city, 24: 115-18, February 1921.
Discusses financing education in the United States. Urges support of the Smith-Towner bill.
264. **Thomason, John F.** . . . School survey of York County; a study of school plants, costs and program. [Rock Hill, S. C., 1920] 87 p. illus. tables, diagrs. 8". (Bulletin of Winthrop College, no. 1, Sept., 1920, vol. xiv)
265. What is the real emergency? By a friend of the editor. Journal of education, 93: 199-203, February 24, 1921.
Author says public ignorance of school problems and conditions is the chief cause of all the ills that afflict the schools.

FOREIGN COUNTRIES.

Latin America.

266. **Pan American union.** Section of education. Report submitted to the governing board of the Pan American union at the meeting of January 5, 1921, by the assistant director in charge of the section. Bulletin of the Pan American union, 52: 155-59, February 1921.
Also issued as separate pamphlet.
267. The problem of national education in Cuba. American review of reviews, 63: 208-9, February 1921.
Says that the educational system installed by the United States and turned over to Cuba in 1902 has greatly deteriorated. Gives the reasons assigned for this deterioration by Dr. Arturo Montori, also defects found in the private school system by Dr. Ismael Clark and a committee of four.
268. "Sovietizing" the schools in Mexico. Nation, 112: 216-18, February 9, 1921.
Gives the text of the proposed Mexican education law, which was drawn up by José Vasconcelos, dean of the National university. Regarding it, there has been much newspaper discussion of the "sovietizing" of the schools through the appointment of local councils of education made up of representatives of parents, teachers, and the public authorities. There is also a provision that directors and faculties of high schools are to be nominated by the students and teachers in each institution and by independent scientific bodies.

Europe.

269. **Hosie, J. F.** The educational trend in Europe. Journal of the National education association, 10: 19-20, February 1921.

Great Britain.

270. **Adams, John.** The present educational position. Contemporary review, 119: 193-99, February 1921.
Status of the Fisher educational bill in England. A review and criticism.
271. **Aynard, Joseph.** L'esprit d'observation dans l'éducation anglaise. Éducation, 12: 395-400, January 1921.

272. **Edwards, Alfred George, archbishop.** National education. Nineteenth century, 89: 557-65, April 1921.
A discussion of the English education act and religious instruction, by the Archbishop of Wales.
273. **Guest, L. Haden, ed.** The new education; a critical presentation of the education scheme of the London education authority, October, 1920. London, Hodder and Stoughton Limited, 1920. 118 p. 12".
Treats the subject under the following headings: The new scheme of education for London, Nurse schools, Elementary education, Secondary education, Central schools, Continuation education.
274. **Woods, Alice.** Educational experiments in England. London, Methuen & co. Ltd. [1920] viii, 255 p. 12".
Sketches the development of elementary education in England since 1850. Shows the growth of the ethical aspect of education and the progress of educational psychology. Describes a number of present-day experiments, and outlines a vision of the future.
- France.*
275. **Darlu, A.** Le conseil supérieur de l'instruction publique. Revue politique et parlementaire, 106: 237-44, February 10, 1921.
Discusses a project for the reorganization of this council.
276. **Delobel, G.** Pour qu'on apprenne l'allemand. Éducation (Paris) 12: 299-304, November 1920.
Reasons why French students should learn the German language.
277. **Dugas, L.** L'université nouvelle; les applications de la doctrine par les Compagnons. Éducation (Paris) 12: 252-62, October 1920.
278. [French normal schools; a series of articles] Revue pédagogique, vol. 78, no. 1, January 1921.
Contains: 1. A. Pésard: La pratique des nouveaux programmes des écoles normales en sciences naturelles, p. 1-17. 2. Les nouveaux programmes des sciences naturelles dans les écoles normales, p. 18-23. 3. Th. Simon: La psychologie expérimentale dans les écoles normales, p. 24-37. 4. La réforme des écoles normales (circulaire de M. le recteur de l'Académie de Rennes), p. 38-40.
279. **Gastinel, G.** L'enseignement secondaire: son objet et sa nature. Revue internationale de l'enseignement, 40: 397-414, 41: 44-57, November-December 1920, January-February 1921.
280. **Maucourant, B.** L'école enfantine en Alsace. Revue pédagogique, 78: 157-77, March 1921.
281. **Picavet, François.** L'éducation nouvelle: morale et éducation. Éducation, 12: 433-40, February 1921.

Germany.

282. **Fontègne, Julien.** Les idées du pédagogue munichois Kerschensteiner. Éducation (Paris) 12: 289-99, 337-47, November, December 1920.
An analysis of the educational doctrines of George Kerschensteiner, of Munich, whom the writer calls the most authoritative representative of contemporary German pedagogy. Kerschensteiner holds that the fundamental object of education is to make the child a good citizen.
283. **Gandig, Hugo.** Die problematik der schulreform. Zeitschrift für pädagogische psychologie und experimentelle pädagogik, 21: 241-46, September-November 1920.

284. **Lehmann, Rudolf.** Educational tendencies in Germany at the beginning of the twentieth century. *School and society*, 13: 277-86. March 5, 1921.

Translated and composed by Dr. Ernst Bliess from the report of Prof. Rudolf Lehmann, Breslau, in the *Jahrbuch des Zentralinstituts für erziehung und unterricht*, II, 1920.

285. Radical reform in the schools of Germany. *American schoolmaster*, 14: 91-95, March 1921.

Translated from *Neue bahnen* by Johanna Alpermann, State normal college, Ypsilanti, Michigan.

286. **Wittig, K.** Der einfluss des krieges und der revolution auf die kriminalität der jugendlichen und ihre behandlung im jugendgefängnis durch willensübungen. Langensalza, H. Beyer & söhne (Beyer & Mann), 1921. 60 p. 8°. (Beiträge zur kinderforschung und heilernziehung, heft 172).

Holland.

287. The new Dutch education act. (From a correspondent) *Times* (London) Educational supplement, 11: 81, February 24, 1921.

See also *School and society*, 13: 465, April 16, 1921.

Denmark.

288. **Howe, Frederic C.** Denmark; a cooperative commonwealth. New York, Harcourt, Brace and company, 1921. x, 208 p. 12°.

Chapters VII-X, p. 75-125, of this book deal with education, as follows: VII. A prophet—Bishop Grundtvig; VIII. The people's high schools; IX. Making farming alluring; X. Elementary education.

Czechoslovakia.

289. **Mauer, Jean, ed.** L'enseignement dans le République tchécoslovaque. Notes présentées à nos amis de l'étranger par l'Institut pédagogique J. A. Komenský près le ministère de l'instruction publique, Prague. Prague, Société d'édition "l'effort de la Tchécoslovaquie," 1920. 64 p. 8°.

Russia.

290. **Bostovtsev, M. I.** The plight of the Russian scholars. *Weekly review*, 4:358-59, April 20, 1921.

The author of this article, a Russian university professor, is now at the University of Wisconsin, under invitation to occupy the chair of ancient history there.

Far East.

291. **McKim, John Cole.** Some reflections on the ideogram. *Atlantic monthly*, 127: 490-504, April 1921.

Deals with the Chinese ideogram, which is the written language of China, Korea, and Japan. The use of the ideogram has a profound effect upon education in these countries. The author predicts that in Japan the ideogram will gradually give place to a phonetic system of writing.

292. **Sakamoto, Kiyoshi.** The Chugakko middle school of Japan. *National school digest*, 40: 420-22, March 1921.

EDUCATIONAL THEORY AND PRACTICE.

293. Cabot, Ella Lyman. Seven ages of childhood. Boston and New York, Houghton Mifflin company, 1921. xxxiv, 321 p. 8°.

Mrs. Cabot divides childhood into the following seven ages: The dependent, dramatic, angular, and paradoxical ages; the ages of the gang, of romance, and of problems. The chief object of the book is to show how children may be taught adaptability to their surroundings, and to realize their duties to others.

294. Cattier, Fernand. La pédagogie de H. G. Wells d'après "La flamme immortelle." *Revue pédagogique*, 78: 100-13, February 1921.

Discusses the educational views expressed in H. G. Wells's *Undying fire*.

295. Douglas, C. E. Setting up school standards. *Education*, 41: 485-93, April 1921.

Says that heredity and extra-schoolroom activities often are of greater educational significance than the procedure of the schoolroom. No school standards can be set up regardless of these forces.

296. Mendenhall, Edgar. The need for a more scientific attitude in education. *Education*, 41: 381-87, February 1921.

297. National society for the study of education. Twentieth yearbook. Part I, Second report of the society's committee on new materials of instruction. Part II, Report of the society's committee on silent reading. Bloomington, Ill., Public school publishing company, 1921. 2 v. 8°.

Part I comprises a collection of 285 projects compiled by the committee with the aid of various sub-committees from material submitted by the representatives of numerous school systems. Chapter VI, p. 189-221, is a bibliography of the project method, classified and annotated.

Part II was prepared by the committee from material submitted by J. A. O'Brien, May Ayres Burgess, S. A. Courtis, C. E. Germane, W. S. Gray, H. A. Greene, Regina B. Heller, J. H. Hoover, J. L. Packer, Daniel Starch, W. W. Thelsen, G. A. Yoakum, and representatives of the school systems of Cedar Rapids, Denver, Iowa City, and Racine. Edited by G. M. Whipple.

298. O'Shea, M. V. Mental development and education. New York, The Macmillan company, 1921. 403 p. illus. 8°.

Designed for teachers in service and for persons preparing to teach. Discusses dynamic factors in teaching, and education as adjustment to the individual's environment.

299. The Parent's library. Chicago, Frederick J. Drake & co. [1920] 9 v. illus., plates. 12°.

CONTENTS.—1. First steps in child training, by M. V. O'Shea. 284 p.—2. The trend of the teens, by M. V. O'Shea. 281 p.—3. Faults of childhood and youth, by M. V. O'Shea. 286 p.—4. Everyday problems in child training, by M. V. O'Shea. 259 p.—5. Putting young America in tune; how to teach the child appreciation of music, by Henriette Weber. 203 p.—6. The home guide to good reading, by D. H. Stevens. 242 p.—7. The proper feeding of infants, by W. H. Galland. 296 p.—8. Diseases of infancy and childhood, by W. H. Galland. 348 p.—9. Maternity and child care, by W. H. Galland. 286 p.

300. Sleight, W. G. . . . The organisation and curricula of schools. London, E. Arnold, 1920. 264 p. 12°. (The modern educator's library. General editor—Prof. A. A. Cock)

Bibliography: p. 257-60.

301. Stratton, George M. The mind as misrepresented to teachers. *Atlantic monthly*, 127: 366-74, March 1921.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

302. *L'année psychologique*; fondée par Alfred Binet; publiée par Henri Piéron. Vol. 21, 1914-1919. Paris, Masson et cie., 1920. xii, 522 p. 8°.
- Contents: 1. Mlle. Morand: Qu'est-ce que l'attente, p. 1-78. 2. B. Bourdon: Recherches sur les perceptions spatiales auditives, p. 79-109. 3. Henri Piéron: Recherches comparatives sur la mémoire des formes et celle des chiffres, p. 119-48. 4. Mlle. Ot. Vlaicu: Capacité d'appréhension; rapidité d'acquisition et puissance de rétention de souvenirs bruts; recherches de corrélation, p. 171-89. 5. Mlle. Marie Grzegorzewska: Les types d'idéation esthétique, p. 190-208. 6. Notes et revues, p. 209-61. 7. Analyses bibliographiques, p. 263-512. 8. Chronique, p. 512-17.
303. *Averill, Lawrence Augustus. Psychology for normal schools.* Boston. New York [etc] Houghton Mifflin company [1921] xx, 362 p. 12°.
- (Riverside textbooks in education, ed. by E. P. Cubberley)
- An introductory textbook in psychology for teachers in training schools. It first studies, through the child's behavior, his original equipment of instincts and capacities; then follows a study of the child's heredity, and his capacity for learning; and the final division of the volume treats the differences between individuals, the causes for them, and the effect of these differences on the problem of child training. Directions for the study of children by direct observation are included.
304. *Baudouin, Charles. Suggestion and autosuggestion; a psychological and pedagogical study based upon the investigations made by the New Nancy school.* Tr. from the French by Eden and Cedar Paul. New York, Dodd. Mead and company, 1921. 349 p. 8°.
- In conjunction with the teachings of psychoanalysis, the psychology of the New Nancy school, founded by Coué, deals with the domain of the subconscious. The practical discoveries of the school are believed to have great significance for educational work as well as for therapeutics.
305. *Dunbar, Olivia Howard. Spring of the year.* Yale review, 10: 565-75, April 1921.
- Discusses the characteristics and needs of adolescents in regard to their mental and spiritual development.
306. *Gates, Arthur I. Educational psychology at the Chicago meetings of scientific societies.* Journal of educational psychology, 12: 63-71, February 1921.
- A résumé of the proceedings of the joint meetings of the American psychological association, Section I (psychology); and Section Q (education), of the American association for the advancement of science, at the University of Chicago, December, 1920.
307. *Mulford, Henry J. The child mind.* American journal of psychology, 32: 179-95, April 1921.
308. *Pechstein, L. A. Massed vs. distributed effort in learning.* Journal of educational psychology, 12: 92-97, February 1921.
309. *Skaggs, E. B. The relative value of grouped and interspersed recitations.* Journal of experimental psychology, 3: 424-46, December 1920.
- This study is largely an outgrowth of the experiments performed by a number of workers along the line of recitation work in learning.
310. *Vendrell, Maria. . . La timidez en los niños Cubanos.* [Habana] Universidad de la Habana, laboratorio de paidología, 1921. 31 p. 8°.
- (Monografías paidológicas—Director: Dr. A. M. Aguayo, no. 2)
311. *Watts, Frank. Abnormal psychology and its educational applications.* London, G. Allen & Unwin ltd., [1921] 191 p. 12°.
- "First published in 1918 as *Echo personalities*. Enlg. and reset in 1921."

EDUCATIONAL TESTS AND MEASUREMENTS.

312. **Conference on educational measurements.** Seventh annual conference on educational measurements, held at Indiana university, Bloomington, Ind., Friday and Saturday, April 18 and 19, 1920. Pub. by the Extension division of Indiana university, 1920. 85 p. tables, diagrs. 8° (Bulletin of the Extension division, Indiana university, vol. VI, no. 1, September 1920)
- Contains: 1. E. L. Thorndike: The task of the elementary school, p. 4-18. 2. E. L. Thorndike: The standardization of instruments of instruction, p. 14-24. 3. W. F. Book: Preliminary report on the state-wide mental survey of high school seniors, p. 31-67. 4. Luella Cole Pressey: The relation of intelligence to achievement in the second grade, p. 68-77. 5. H. G. Childs and E. E. Keener: Symposium on educational measurements, p. 81-85.
313. **Anderson, John E.** A mental survey of the Connecticut industrial school for girls. *Journal of delinquency*, 6: 271-82, January 1921.
- The Yerkes-Bridges point scale and the Army test alpha were used in the survey. A study was made of the relation of grade location to mental age and chronological age.
314. **Bell, J. Carleton.** Group tests of intelligence: an annotated list. *Journal of educational psychology*, 12: 103-8, February 1921.
315. **Brooks, Samuel S.** Conditions revealed by the use of standardized tests in rural schools. *Journal of educational research*, 3: 13-22, January 1921.
- Fourth article on the general topic "Putting standardized tests to practical use in rural schools."
316. **Buckingham, B. B.** Suggestions for procedure following a testing program—I. Reclassification. *Journal of educational research*, 2: 787-801, December 1920.
- Writer says that the purpose of his study is "to suggest a method of interpreting test results which will have obvious bearing on reclassification, and to point out the advantages in the same connection of a testing program which includes both intelligence and educational tests." To be continued.
317. **Burt, H. E. and Arps, G. F.** Correlation of army alpha intelligence test with academic grades in high schools and military academies. *Journal of applied psychology*, 4: 289-293, December 1920.
- Concludes that "the low correlation generally found between intelligence tests and academic marks may be to a considerable extent due to the fact that methods of school instruction do not hold students to their maximum efficiency."
318. **Callahan, T. W.** An experiment in the use of intelligence tests as a basis for proper grouping and promotion in the eighth grade. *Elementary school journal*, 21: 465-69, February 1921.
- Study based on test given all the pupils in the seventh grade of the schools of Galesburg, Ill., who were going into the eighth grade. The test used was the Illinois edition of the Buckingham intelligence and silent reading test. "The results of the study," says the writer, "seem to support the conclusion that intelligence tests are a valuable aid to administrators, teachers, and pupils, inasmuch as they assist greatly, not only in diagnosing individual cases, but also in the reliable grouping of pupils on the basis of ability."
319. **Chambers, George G.** Intelligence examinations and admission to college. *Educational review*, 61: 123-37, February 1921.
- Says that the most valuable use of intelligence examinations for educational purposes is in connection with the guidance work of the schools.
320. **Chapman, J. Crosby.** A group intelligence examination without prepared blanks. *Journal of educational research*, 2: 777-86, December 1920.

321. Chassell, Clara F. and Chassell, Laura M. A survey of the three first grades of the Horace Mann school by means of psychological tests and teachers' estimates, and a statistical evaluation of the measures employed. *Journal of educational psychology*, 12: 72-81, February 1921.

Concludes that no perfect method of classification and promotion has as yet been devised. The problem is still in the experimental stage.

322. Clarke, W. F. Writing vocabularies. *Elementary school journal*, 21: 349-51, January 1921.

The vocabularies used for investigation in this study were the Ayres list of one thousand words and the lists given in the *Every-day speller*.

323. Colvin, Stephen S. Some recent results obtained from the Otis group intelligence scale. *Journal of educational research*, 3: 1-12, January 1921.

Test made of 2,588 children and older pupils in various schools in Massachusetts and Rhode Island during the school year of 1919-20. Says that the tests serve a useful purpose in determining the comparative intelligence of children but are misleading as measures of absolute intelligence.

324. Courtis, S. A. and Shaw, Lena A. Courtis standard practice tests in handwriting. Yonkers-on-Hudson, N. Y., World book company, 1921.

The set includes teacher's manual, student's lesson book, instructions, records, scales, etc.

325. Derrick, S. M. A comparative study of the intelligence of 75 white and 55 colored college students by the Stanford revision of the Binet-Simon scale. *Journal of applied psychology*, 4: 316-29, December 1920.

Describes a study made at the University of South Carolina, of which the results show that the Negro is better in memory and in concrete and routine problems than in those that involve mental abstraction and reconstruction.

326. Dickson, Virgil E. and Norton, John K. The Otis group intelligence scale applied to the elementary school graduating classes of Oakland, California. *Journal of educational research*, 3: 106-15, February 1921.

Study based on tests of 1,043 day elementary school pupils who completed the eighth grade in Oakland, January 1920. Says that the results of the tests are not as reliable in the measurement of individuals as in the measurement of classes.

327. Edmondson, Margaret B. A mental survey of first-grade school pupils. *Pedagogical seminary*, 27: 354-70, December 1920.

Study based on individual tests of the 183 first-grade pupils of the public schools of Eugene, Oreg. The Stanford revision of the Binet-Simon scale was used.

328. Germane, Charles E. The value of the corrected summary as compared with the rereading of the same article. *Elementary school journal*, 21: 461-64, February 1921.

An experiment conducted in grades v-ix inclusive of the elementary and junior high schools of the State university of Iowa.

329. ——— The value of the written paragraph summary. *Journal of educational research*, 3: 116-23, February 1921.

The problem is: "What is the relative value of a written paragraph summary of an article, compared with the rereading of the same article for the same length of time?" Concludes that the rereading of an article is a more economical method of study than the written paragraph summary, when each group studies the same amount of time. An experiment conducted in the public schools of Des Moines, Iowa, grades 6, 7, and 8.

330. Gray, P. L. and Marsden, E. E. An application of intelligence tests. *Journal of experimental pedagogy* (London) 6: 33-38, March 5, 1921.

An effort, among other things, to obtain some idea of the range of mental ability found in elementary school classes in England.

331. **Henmon, V. A. C.** An experimental study of the value of word study. *Journal of educational psychology*, 12: 98-102, February 1921.
An experiment conducted in the Madison (Wis.) high school in 1919-20, with a part of the sophomore class.
332. ——— The measurement of intelligence. *School and society*, 13: 151-58, February 5, 1921.
Address of vice-president of Section V.—Education, American association for the advancement of science, Chicago, 1920.
333. ——— Standardized vocabulary and sentence tests in French. *Journal of educational research*, 8: 81-105, February 1921.
The method and technic of these tests are the same as used in developing the Henmon vocabulary and sentence tests in Latin, as set forth in the *Journal of educational psychology*, 8: 515-38, 589-99, November, December 1917; 11: 121-36, March 1920.
334. **Herrig, Anna B.** Promotions in the practice school as determined by the use of standard tests and educational measurements. *Educational administration and supervision*, 7: 217-25, April 1921.
335. **Hilliard, Edmund B.** The importance of physical and mental examinations as an aid to treatment and training in a reform institution. *Journal of delinquency*, 6: 347-54, March 1921.
336. **Hudelson, Earl.** Hudelson English composition scale. Yonkers-on-Hudson, N. Y., World book company, 1921. 46 p. 12°.
337. Intelligence and its measurement—a symposium. *Journal of educational psychology*, 12: 123-47, 195-216, March, April 1921.
Contributors to first article are E. L. Thorndike, p. 124-27; L. M. Terman, p. 127-33; F. N. Freeman, p. 133-36; S. S. Colvin, p. 136-39; Rudolf Pintner, p. 139-43; B. Ruml, p. 143-44; and S. L. Pressey, p. 144-47. The following topics are discussed: (1) The writer's conception of "intelligence," and the best means for measuring intelligence by group tests; (2) What are the most crucial "next steps" in research?
The following authors appear in the April symposium: V. A. C. Henmon, p. 195-98; Joseph Peterson, p. 198-201; L. L. Thurstone, p. 201-7; Herbert Woodrow, p. 207-10; W. F. Dearborn, p. 210-12; M. E. Haggerty, p. 212-16.
338. **Keener, E. E.** The use of measurements in a small city school system. *Journal of educational research*, 3: 201-6, March 1921.
Discusses the work of a department of measurements which was established in the public schools of Richmond, Indiana, in 1919. The aim of the department is to make standard tests available for the classroom teacher.
339. **Kohs, S. C.** The block-design tests. *Journal of experimental psychology*, 3: 357-76, October 1920.
"These tests," says the writer, "fall into the category of 'performance tests' and have been standardized to measure intelligence. They have been purposely devised to eliminate the factor of language." Gives directions for applying tests. Illustrated.
340. **MacDonald, Arthur.** Physical and mental examination of American soldiers. *Modern medicine*, 3: 129-33, February 1921.
Describes the mental and physical tests used in the Army to determine the fitness of soldiers in the initial selective draft of 1917. A statistical and social study.
341. **Madsen, I. N.** Group intelligence tests as a means of prognosis in high school. *Journal of educational research*, 8: 48-52, January 1921.
Possibilities of using the Alpha army test, which was given to about one and a half million men in the army and became available for public use at the close of the war. The study is based on results obtained from the high schools at Madison, Wis.; Rockford, Ill.; and Sioux City, Iowa; and from three high schools at Omaha, Neb.

342. Mead, Arthur B. Tendencies in educational measurements. *Educational review*, 61: 117-27, February 1921.

Discusses the essential features of the principal educational measurements. Says that to be scientific we will do best to make claims on the basis of data, and not endeavor to measure all human mental functions with a test devised to measure but a few.

343. Mensenkamp, L. E. Tests of mathematical ability and their prognostic values. A discussion of the Rogers tests. *School science and mathematics*, 21: 150-62, February 1921.

344. Morton, R. L. The value of a handwriting scale to an untrained teacher. *Journal of educational research*, 3: 133-37, February 1921.

345. Nifenecker, Eugene A. Grade norms for the New York city penmanship scale. *Journal of educational research*, 2: 808-37, December 1920.

The scale represents the muscular-movement method of writing, adopted by the New York schools. The scale is constructed from the product of this system of penmanship.

346. O'Brien, Francis J. A quantitative investigation of the effect of mode of presentation upon the process of learning. *American journal of psychology*, 32: 249-83, April 1921.

In the first half of the investigation significant words were used; in the second half, nonsense-syllables. A study made in the psychological laboratory of Clark university.

347. O'Hern, Joseph P. The development of a chart for attainments in reading. *Journal of educational research*, 3: 180-94, March 1921.

A study based on an investigation made in the elementary schools of Rochester, New York. The tests revealed that practically no special attention was being given to the matter of correct "interpretation" of the material read.

348. Peterson, Joseph. The growth of intelligence and the intelligence quotient. *Journal of educational psychology*, 12: 148-54, March 1921.

A general criticism of intelligence tests and their interpretation. This article is followed by a reply by F. N. Freeman, p. 155-58.

349. Pintner, Rudolf and Marshall, Helen. Results of the combined mental-educational survey tests. *Journal of educational psychology*, 12: 82-91, February 1921.

An effort to solve the practical problems of classification in the school.

350. ——— and Reamer, Jeannette. Individual differences measured by psychological tests. *American annals of the deaf*, 66: 168-81, March 1921.

A comparison between the congenitally and the adventitiously deaf, between the two sexes, and between the deaf and the hearing child.

351. Pressey, L. C. and Skeel, H. V. A group test for measuring reading vocabulary in the first grade. *Elementary journal*, 21: 304-9, December 1920.

352. Rogers, Agnes L. Intelligence tests and educational progress. *Educational review*, 61: 110-16, February 1921.

Discusses the value of intelligence tests, and says that only by combining tests of general intelligence with tests of the specific abilities demanded by the college curriculum shall we secure an ideal student body in our higher institutions.

353. Ruml, Beardsley. Reconstruction in mental tests. *Journal of philosophy*, 18: 181-85, March 31, 1921.

Says that the need of to-day is for a clarification of the concepts and hypotheses underlying the mental test field; which may in time lead to the development of a theory of measurement that will be consistent with our best knowledge of mental life.

354. Sayrs, W. C. What should be the character of an English test? *Educational review*, 61: 138-47, February 1921.

The test should be a test of memory; it should find out something of the pupils' power of generalisation; and it should offer the pupil an original problem which shall determine approximately the wealth of his "spiritual storehouse."

355. Schwegler, R. A. A comparative study of the intelligence of white and colored children. *Journal of educational research*, 2: 838-48, December 1920.

Results of a study of 116 pupils drawn from the seventh and eighth grades of the junior high school of Lawrence, Kansas. Writer says: "In all functions that involve intensive concentration of attention on complex subjective activities of a rational type the white group has a distinctly greater ability."

356. Smith, L. O. Mental tests in primary grades. *Middle-west school review*, 18: 6-7, February 1921.

357. Terman, Lewis M. and Whitmire, Ethel D. Age and grade norms for the national intelligence tests, scales A and B. *Journal of educational research*, 3: 124-32, February 1921.

An experiment tried in the public schools of Vallejo, California, on pupils between the ages of 8 and 15 inclusive.

358. Valentine, P. F. A study in intelligence and educational correlations. *Journal of education*, 3: 207-17, March 1921.

A study carried out with a unit group of seventh-grade pupils in one of the public schools of Fresno, California. An experiment made to test the validity of the intelligence scale as an instrument in the regrading and regrouping of pupils.

359. Witham, E. C. Witham's standard geography tests. Cambridge, Mass., J. L. Hammett company [1921] Directions and 8 pams. 8°.

SPECIAL METHODS OF INSTRUCTION.

PROJECT METHOD.

360. Grinstead, Wren Jones. The project method in beginning Latin. *Classical journal*, 16: 388-98, April 1921.

Writer is from the Eastern Kentucky state normal school. His paper was delivered as an address before the foreign language section of the Southwestern Ohio teachers' association at Cincinnati, October 29, 1920.

361. Hendricks, B. Clifford. The project as a teaching unit in high-school physics. *School science and mathematics*, 21: 163-72, February 1921.

Says that the subject matter should be drawn from the community life or be closely related to it though not neglecting the subjects relating to the more general world community.

362. Stevenson, John Alford. The project method of teaching. New York, The Macmillan company, 1921. xvi, 305 p. 12°. (Modern teacher's series, ed. by W. C. Bagley)

Considers from a new point of view a method of teaching which is attracting great attention at present.

363. Trafton, G. H. Project teaching in general science. *School science and mathematics*, 21: 315-22, April 1921.

Gives an outline of projects in field and laboratory work.

364. Wells, Margaret Elizabeth. A project curriculum; dealing with the project as a means of organizing the curriculum of the elementary school. Philadelphia and London, J. B. Lippincott company [1921] xi, 338 p. plates. 12°. (Lippincott's school project series, ed. by W. F. Russell.)

This book presents details of an interpretation of the project method worked out by the author in the State normal school at Trenton, N. J. Her system comprises a major project for each grade of the elementary school, large enough to provide a basis for most of the work of that grade throughout the year. Within each major project there are minor related projects which provide the immediate activities making up the daily school work. For use where the proposed organization is not adopted as a whole, the book suggests many ways of connecting the life interests and environing activities of children with the subject matter of the usual school studies.

VISUAL INSTRUCTION.

365. Balcom, A. G. The place of motion pictures in education. Moving picture age, 4: 12, 18, February 1921.
366. Egner, Russell F. A suggestion for a national educational film service for educational institutions. Visual education, 2: 27-31, 45, 56, 58, 60, 62. February 1921.
367. Hultgren, C. L. Teaching English to foreigners through motion pictures. Visual education, 1: 25-28, September-October 1920.
368. Jordan, Riverda Harding. Visual aids and class room methods. Visual education, 2: 22-25, January 1921.
369. Orndorff, Marguerite. A motion picture project. Visual education, 2: 11-19, 52, March 1921.

Describes a method employed by the writer in the Indianapolis public schools.

370. Poffenberger, A. T. Motion pictures and crime. Scientific monthly, 12: 336-39, April 1921.

Says that the purely commercial spirit of motion picture production should be tempered by a spirit of social welfare and education. Shows the effects of motion pictures on the youthful mind.

OTHER METHODS.

371. Goodlander, Mabel B. Education through experience; a four year experiment in the Ethical culture school. Pub. by the Bureau of educational experiments in co-operation with the Parents and teachers association, Ethical culture school. New York, 1921. 36 p. illus. 8°. (Oa cover: Bureau of educational experiments. Bulletin no. 10.)

SPECIAL SUBJECTS OF CURRICULUM.

READING.

372. Anderson, C. J. and Merton, Elda. Remedial work in silent reading. Elementary school journal, 21: 336-48, January 1921.

Discusses the methods and materials used in an attempt to individualize classroom teaching in reading so that the pupils could be given remedial treatment according to their particular needs.

373. **Burgess, May Ayres.** The measurement of silent reading. New York city, Department of education, Russell Sage foundation [1921] 163 p. diagrs. tables. 12°.

This study arises from a recognition of the need of reliable measurements of ability in reading, which is the most important single subject to be learned by a child. The book describes a new scale for silent reading, Picture supplement scale 1, which has been devised by the Department of education of the Russell Sage foundation. The experiments upon which the scale is based, are narrated, with a brief statement of the principles involved. It is believed that this scale is well adapted for testing the exact ability to be measured, and is comparatively free from extraneous elements, which might vitiate the results.

374. **Buswell, G. T.** The relationship between eye-perception and voice-response in reading. *Journal of educational psychology*, 12: 217-27, April 1921.

375. **Kaufmann, Myrtle L.** Planning the use of varied reading materials. *Elementary school journal*, 21: 380-89, January 1921.

Work of primary teacher in the public schools of Springfield, Illinois.

376. **O'Brien, John Anthony.** Silent reading, with special reference to methods for developing speed. A study in the psychology and pedagogy of reading. New York, The Macmillan company, 1921, xvii, 289 p. charts, tables. 12°.

377. **Waldman, Bessie.** Definite improvement of reading ability in a fourth-grade class. *Elementary school journal*, 21: 273-80, December 1920.

Study was made as a part of class work in a course entitled "Special problems in teaching," given at the University of Cincinnati by Miss Frances Jenkins. Members of the class were experienced teachers. The main problem was: How to accelerate the silent-reading rate of a selected number of poor readers.

ENGLISH AND COMPOSITION.

378. **National council of teachers of English.** Proceedings of the tenth annual meeting, Chicago, November 25-27, 1920. (W. Wilbur Hatfield, secretary, Chicago normal college, Chicago, Ill.) *English journal*, 10: 39-60, January 1921.

379. **Duddy, Edward A.** A cooperative course in English composition for students in technical courses. *English journal*, 10: 201-7, April 1921.

Describes the operation of a cooperative course in English composition in the freshman and sophomore classes at the Montana state college. The objects of the course are: (1) "To relate the work done in English to the work done in the student's technical courses; (2) to secure close cooperation between the English department and the technical departments in planning the course, and in the business of criticism and correction of the work done; (3) to make the work effective for the student by supplying, whenever possible, an actual audience for him to address."

380. **Hickman, Lucian G.** The teaching of composition and literature in the high schools of Indiana. *English journal*, 10: 142-59, March 1921.

Discussed under three heads: (1) Course of study; (2) preparation of teachers; and (3) work of the teacher.

381. **Hosic, James F.** The National council of teachers of English. *English journal*, 10: 1-10, January 1921.

Presidential address, delivered before the Council, November 26, 1920. Gives an historical résumé of the work accomplished by the Council.

382. **McGregor, A. Laura.** Supervised study in English for junior high school grades. New York, The Macmillan company, 1921. xli, 220 p. 12°.

Illustrates a technic for the treatment of the English lesson in junior high schools where the lengthened period of 60, 70, or 80 minutes prevails.

383. **Payne, Althea A.** Education for leisure as well as for vocation. *English Journal*, 10: 206-16, April 1921.
Limits the discussion to the field of English.
384. **Pound, Louise.** What should be expected of the teacher of English. *English Journal*, 10: 179-86, April 1921.
Discusses the subject under the following topics: (1) The teacher and "outside reading"; (2) the pupils and the "classics"; and (3) the teacher and "citizenship."
385. **Sleezer, Margaret M.** A truly democratic school paper. *English Journal*, 10: 193-200, April 1921.
Activities of the high school journal in the Senn high school, Chicago, Ill.
386. **Wilson, G. M.** Locating the language errors of children. *Elementary school journal*, 21: 290-96, December 1920.
Conclusions drawn from the studies made in the schools of Connersville, Kansas City, Boise, Cincinnati, etc. The Connersville study, for example, showed that if "the ten most common errors were corrected, 51 per cent of all oral language mistakes made by children would be eliminated." Writer gives the ten most common mistakes from five studies.

LITERATURE.

387. **Blair, F. H.** On the teaching of literature. *English Journal*, 10: 187-92, April 1921.
Although recognizing the importance of the oral emphasis, the author says that the dynamic teaching of literature is "the very heart of the English teaching process."
388. **Clark, A. Bess.** Another observation from problem English teaching. *Education*, 41: 371-80, February 1921.
Cultivation of an appreciation of poetry. Method used in Chisholm high school, Minnesota, described.
389. **McMurphy, Susannah J.** Backgrounds for a survey course. *English Journal*, 10: 68-79, February 1921.
High school course in the history of English literature.
390. **Smith, Reed.** . . . Poetry in the high school. *Columbia, S. C. The University*, 1921. 79 p. 8°. (Bulletin of the University of South Carolina, no. 94. Jan., 1921)
391. **Yeomans, Edward.** Literature in the grades. *Atlantic monthly*, 127: 328-37, March 1921.

ANCIENT CLASSICS.

392. **Brackett, Haven D.** Shall it be Latin or Greek? *Educational review*, 61: 334-45, April 1921.
A study based on statistics collected from the 26 New England liberal arts colleges, showing how many students in the first semester of the academic year 1919-20 were enrolled in courses in Greek and Latin respectively. A plea for Greek as well as Latin.
393. ——— Statistics of Latin and Greek in the New England colleges. *Classical Journal*, 16: 363-65, March 1921.
394. **Cobbs, Mary L.** Latin, one of the essentials of the new curriculum. *Education*, 41: 361-66, February 1921.
A plea for the classics. Quotes the opinions of eminent men as to the value of Latin and Greek in the curriculum.
395. **Committee on the junior high school syllabus in Latin.** Report. [Albany] University of the state of New York [1920] 73 p. 8°. Members of committee: T. A. Miller, Rochester, N. Y.; A. T. Otis, White Plains, N. Y.; T. H. Briggs, Columbia University; M. D. Gray, Rochester, N. Y.

396. **Greene, William C.** The study of classics as an experience of life. *Classical journal*, 16: 280-88, February 1921.
Dwells on the political, social and ethical development of the Greeks and Romans. Supplementary studies aside from grammar and translation exercises.
397. **Sauzé, E. B. de.** Problems of first-year Latin. *Classical journal*, 16: 339-45, March 1921.
Presents the fundamental principles of the first-year Latin course, in the curriculum of the Cleveland public schools.
398. **Wier, M. C.** Latin and Greek as aids to English composition. *Classical journal*, 16: 326-38, March 1921.
The grammatical and rhetorical advantages of the classics discussed.

MODERN LANGUAGES.

399. **Bronk, Isabelle.** Attainable aims in modern language teaching in colleges; or, what may we safely hope to accomplish in modern language courses in college. *Modern language journal*, 5: 179-85, January 1921.
Urges among other things the importance of free composition in the modern foreign language departments.
400. **Denbigh, John H.** Foreign languages in American high schools. *Modern language journal*, 5: 237-48, February 1921.
Advocates the proper preparation and the employment of American-born teachers for secondary school foreign language work—but they should be in almost every case prepared in part by residence abroad.
401. **Heuser, Frederick W. J.** Regents' examinations in German. *Modern language journal*, 5: 186-90, January 1921.
Discusses the improvement in modern language instruction in the high schools of New York state.
402. **Walker, Blanche.** What we can learn from the French methods of teaching French. *English leaflet*, 221: 2-10, February 1921.
Describes the French method of teaching language.
403. **Warshaw, J.** Teachers' courses in Spanish. *Modern language journal*, 5: 200-9, January 1921.
404. **Wilkins, Lawrence A.** Spanish in the high school; a handbook of methods with special reference to the junior high schools. 2d ed., rev. Chicago, New York [etc.] B. H. Sanborn & co., 1921. x, 284 p. 12°.
405. **Williams, C. Scott.** Visualizing the verb forms in Spanish. *Modern language journal*, 5: 317-19, March 1921.

MATHEMATICS.

406. **Brown, J. C.** The geometry of the junior high school. *Mathematics teacher*, 14: 64-70, February 1921.
Says that the mathematics of the school has not been sufficiently related to the mathematics of life outside the school. Argues that the course in mathematics in the junior high school should be a unit; the best possible course for the pupil whether he does or does not continue through the senior high school.
407. **Buckingham, B. B.** Mathematical ability as related to general intelligence. *School science and mathematics*, 21: 205-15, March 1921.
Concludes that mathematical ability is in no small degree *sui generis*. Submits data drawn from the files of the Bureau of educational research regarding intelligence tests in mathematics made in the schools of Urbana, Ill., and Chicago, Ill., also the University of Chicago.

408. **Henderson, Archibald.** The teaching of geometry. Chapel Hill, N. C. [The University] 1920. 49 p. 8°. (The University of North Carolina record, Oct., 1920. no. 181. Extension series no. 39.)
409. **Myers, G. W.** Outstanding pedagogical principles now functioning in high school mathematics. *Mathematics teacher*, 14: 57-63, February 1921.
410. **Overman, James Robert.** Principles and methods of teaching arithmetic. Chicago, New York, Lyons and Carnahan [1920] v, 340 p. 12°.
411. **Schmitt, Clara.** Extreme retardation in arithmetic. *Elementary school journal*, 21: 529-47, March 1921.
Says that the number defects of children discovered in an investigation by the writer were largely the results of defects in the educational process rather than defects in the innate mental make up of the pupils.
412. Symposium of discussion on the National committee report on junior high school mathematics. *Mathematics teacher*, 14: 16-41, January 1921.
Reprints of parts 4, 5, and 6 of the National committee report on junior high school mathematics, followed by discussions. The complete report is published by the U. S. Bureau of education, Secondary school circular, 1920, no. 6.
413. **Thorndike, E. L.** The psychology of drill in arithmetic. *Journal of educational psychology*, 12: 183-94, April 1921.
414. **Van Denberg, Joseph K.** Articulation of junior and senior high school mathematics. *Mathematics teacher*, 14: 88-94, February 1921.
Says that the unity and continuity in and between senior and junior schools can be successfully secured by compelling the teachers of the two schools to become acquainted with each other's work.
415. **Young, J. W.** The work of the National committee on mathematical requirements. *Mathematics teacher*, 14: 5-15, January 1921.
The National committee, organized in 1916 under the auspices of the Mathematical association of America, was instructed to investigate the whole field of mathematical education, and to make recommendations for improvement of courses of study and methods of teaching.

SCIENCE.

416. **Caldwell, Otis W.** Contribution of biological sciences to universal secondary education. *School science and mathematics*, 21: 103-15, February 1921.
Contents that biological studies for universal secondary education should be largely social in their objective.
417. **Downing, Elliot B.** The scientific basis of science teaching. *Science*, n. s. 53: 250-52, March 18, 1921.
Among other things recommends that the science teachers of the country be organized into a national association.
418. **Osborne, C. E.** How may local interest in chemistry be increased? *School science and mathematics*, 21: 128-34, February 1921.
Presents an outline for a chemistry exhibit. Work accomplished in popularizing chemistry at the Oak Park and River Forest township high school, Oak Park, Ill.
419. **Powers, S. B.** The achievement of high school and freshman college students in chemistry. *School science and mathematics*, 21: 366-77, April 1921.
420. **Slosson, Edwin E.** A new agency for the popularization of science. *Science*, 53: 321-23, April 8, 1921.
Discusses the dissemination of scientific information among schools and colleges by a new institution, the Science service, which has been established at Washington, D. C.

421. **Van Buskirk, E. F.** Aspects of biology in general science and the aims to be attained. School science and mathematics, 21: 307-15, April 1921.
Discusses the importance of biology in the high school curriculum as an agency in sex education.

GEOGRAPHY.

422. **Atwood, W. W.** The new meaning of geography in American education. School and society, 13: 211-218, February 19, 1921.
Inaugural address given at the installation of the president of Clark university. The author says that geography is a science and is concerned with the interpretation of the world's present condition.
423. **Boulger, Martha L.** The physiography of northern Italy. Journal of geography, 20: 55-66, January 1921.
Illustrates "a type of humanized geography, 4. c.—a type that establishes the relation of physical features to human efforts and interests." Includes a series of lessons for ninth year students in either junior or senior high school.
424. **Brown, Robert M.** Home introduction to regional geography: Rhode Island. Journal of geography, 20: 41-54, February 1921.
Discusses the factors making for success in the teaching of regional geography.
425. **Horn, John Louis.** A method of teaching map geography. Journal of geography, 20: 105-10, March 1921.

HISTORY.

426. **Bullough, Edward.** The relation of literature to history. Modern languages (London), 2: 37-47, February 1921.
Urges the abandonment of the teaching of literary history in schools, because of its "infinite complexity and constant flux." Says that it is outside the range of interests and ideas of children and even of adolescents.
427. **Gullander, Magnhilde.** The "socialized" recitation in high school history. High school journal, 4: 7-8, 17-19, January 1921.
428. **Latourette, K. S.** A history teacher's confession of faith. Ohio history teachers' journal, Bulletin no. 19, November 1920, p. 177-82.
Delivered at the Joint session of the Ohio teachers' association, October 16, 1920.
429. **Tryon, Ella Milton.** The teaching of history in junior and senior high schools. Boston, New York [etc.] Ginn and company [1921] v, 294 p. 12°.

MUSIC.

430. **Music supervisors' national conference.** Journal of proceedings of the thirteenth annual meeting . . . Philadelphia, Pennsylvania, March 22-26, 1920. 243 p. 8°. (Miss E. Jane Wisenall, secretary, Cincinnati, Ohio.)
Contains: 1. S. L. Williams: Music appreciation in the elementary grades. Introductory address by the chairman, p. 44-51. 2. I. F. Damon: Public school piano classes as I have known them, p. 69-72. 3. D. R. Gebhardt: Normal school and teachers' college training for supervisors, p. 85-87. 4. G. M. Tindall: Music appreciation in the high school, p. 99-102. 5. J. W. Beattie: Instrumental classes in the public schools. An introduction to discussion, p. 102-108. 6. J. P. Marshall: Status of outside credit in Boston and other Massachusetts cities.
431. **Weaver, Paul John.** Music in the public schools. Chapel Hill, N. C., The University, 1921. 11 p. 8°. (University of North Carolina. Extension leaflets. vol. IV, no. 6, February 1921)

ART.

432. Christensen, Erwin O. Points of approach in the teaching of art history. Quarterly journal of the University of North Dakota, 11, 127-33, January 1921.
433. Winslow, L. E. Will H. Low's paintings in the New York state education building. American magazine of art, 12: 41-50, February 1921.
Article is illustrated with pictures of Low's paintings in the New York state education building.

ELOCUTION.

434. Martin, Frederick. The prevention and correction of speech defects. English journal, 10: 20-27, January 1921.
435. Reeves, J. Walter. Report of the committee on college entrance credit. Quarterly journal of speech education, 7: 57-64, February 1921.
Discusses college entrance credit for work in public speaking done in secondary schools. Presents recommendations which were adopted by the National association of teachers of speech.
436. Weaver, Andrew T. The content of a high school course in speech. Quarterly journal of speech education, 7: 6-12, February 1921.
Says that the determining factor in the choice of the subject matter for any course must be its objective,—what we are designing the course to accomplish.

DRAMATICS.

437. Baker, George P. The 47 workshop. Century, 101: 417-25, February 1921.
The course in play-writing at Harvard university.

TEMPERANCE.

438. Stoddard, Cora F. Scientific temperance instruction in the schools of the United States. Scientific temperance journal, 29: 211-21, December 1920.

SAFETY.

439. Connecticut. State department of health. Health and safety manual for schools; a guide for teachers. Hartford, 1920. 50 p. illus. 8°.

KINDERGARTEN AND PRIMARY SCHOOL.

440. Blackburn, Mary. Montessori experiments in a large infants' school. With an introduction by Edmond Holmes. London, Constable and company limited, 1920. 143 p. front., plates. 12°.
The author is from Kirkstall road council school, demonstration school for city training college, Leeds, Eng.
441. Grossmann, W. H. Childhood problems. Kindergarten and first grade, 6: 48-53, February 1921.
Briefly enumerates the problems of childhood.
442. Owen, Grace, ed. Nursery school education. London, Methuen & co., ltd. [1920] 176 p. plates. 12°.
443. Pratt, Mary B. Kindergarten primary education. Education, 41: 388-97, February 1921.
"A suggestive course of study for experienced teachers or for mature students in normal schools; psychologically interpreted."

444. **Wheelock, Lucy, ed.** *The kindergarten children's hour*. In five volumes. Boston, New York, Houghton Mifflin company [1920] 5 v. illus. 12".
 CONTENTS: v. I. Stories for little children, comp. by Susan S. Harriman.—v. II. Children's occupations, by Maude C. Nash.—v. III. Talks to children, by Alice Packard.—v. IV. Talks to mothers, by Lucy Wheelock.—v. V. Songs with music, comp. by Alice M. Wyman.
445. **Worst, Edward F.** *Construction work for the primary grades*. Milwaukee, Wis., The Bruce publishing co. [1920] 291 p. illus. 12".
446. **Wright, A. Vera G.** *The unrelated family; being an account of a woman's experiment in child education*. With a foreword by the Rev. W. Hume Campbell. London, Jarrolds, ltd. [1920] 144 p. front., plates. 12".

RURAL LIFE AND CULTURE.

447. **Boyle, James E.** *Rural problems in the United States*. Chicago, A. C. McClurg & co., 1921. 6 p. l., 142 p. 12". (National social science series, ed. by F. L. McVey)
 This book first considers the basic rural problem—the question of the food supply of this nation. Rural conditions and rural needs are next taken up. Then follows a discussion of rural institutions, especially the home, school, church, country store, country bank, and country weekly newspaper, together with a seventh new institution—the county farm and home bureau. The closing chapter calls attention to the soul of the rural community, and suggests means for awakening and fostering community spirit and supplying art, music, literature, and recreation to country residents.
448. **Phelan, John.** *Readings in rural sociology*. New York, The Macmillan company, 1920. xiv, 632 p. 8".
 Contains: Chap. XIII, The country school, p. 337–76.—Chap. XIV, Other educational agencies, p. 377–410.—Chap. XV, The country church, p. 411–64.
449. **U. S. Department of agriculture.** *Plans of rural community buildings*. W. C. Nason, assistant in rural organization, under the direction of C. J. Galpin, economist. Washington, D. C., 1921. 38 p. illus. 8". (U. S. Department of agriculture, Farmers' bulletin 1178)

RURAL EDUCATION.

450. **Bagley, W. C.** *The aims of rural education*. School and home education, 40: 128–31, March 1921.
451. **Butterworth, J. E.** What should be the function of the rural community in school control? *Journal of the New York state teachers' association*, 8: 4–11, February 1921.
452. **Gosling, Thomas Warrington.** The duty of Wisconsin to her rural schools. *Wisconsin journal of education*, 53: 36–39, February 1921.
453. **Lathrop, Edith A.** Dormitories in connection with public secondary schools. *School review*, 29: 305–9, April 1921.
454. **Nebraska.** Department of public instruction. *Nebraska rural school standards*. Lincoln, State of Nebraska, Department of public instruction [1920] 20 p. illus. 8".
455. **Olrich, Mabel S.** Health and the rural teacher. *Survey*, 45: 727, February 19, 1921.
 Work of the Health service of the northern division of the Red Cross in studying health conditions of rural-school teachers. Gives statistics of results obtained.
456. *Schools and rural life*. *Survey*, 46: 57–58, April 9, 1921.
 Work in Weld county, Colorado, described.

SECONDARY EDUCATION.

457. **High school conference, Urbana, Ill.** Proceedings of the High school conference of November 18, 19 and 20, 1920. Issued from the High school visitor's office. Urbana, University of Illinois, 1921. 307 p. 8°. (University of Illinois bulletin, vol. 18, no. 14, December 6, 1920)

Contains: 1. H. A. Hollister: Why is a conference, p. 9-15. 2. David Falmley: Report of the Committee on the training of teachers, p. 15-19. 3. O. W. Caldwell: Contribution of biological sciences to universal secondary education, p. 26-33. 4. D. W. Potts: Synopsis of report on part-time schools—finance, p. 34-39. 5. T. J. McCormack: Civic education, p. 42-51. 6. H. G. Schmidt: An analysis of wealth as an objective in education, p. 64-71. 7. Reports from colleges and universities regarding the acceptance of general science as a college entrance subject, p. 88-94. 8. C. W. Odell: Latin tests, p. 112-18. 9. A. L. Nichols: Commercial geography material and its use, p. 127-33. 10. P. E. Beltling: The development of high school spirit as a factor in supervision, p. 135-40. 11. Essie Chamberlain: Literary attitudes and reactions of boys and girls, p. 149-57. 12. C. H. Dalton: Libraries for the manual art teacher and class, p. 192-97. 13. L. E. Wensenkamp: Tests of mathematical ability and their prognostic value—a discussion of the Rogers tests, p. 201-11. 14. H. P. Pettit and Flora E. Balck: What are reasonable things which the colleges may expect from high schools in mathematics, p. 215-21. 15. A. W. Clevenger: Observations on the high school teaching of foreign languages, p. 224-30. 16. A. A. Harding: The high school band: its personnel and organization, p. 248-54. 17. P. E. Beltling: The educational value of physical education, p. 256-60. 18. Henry Crew: The bearing of recent research on the teaching of elementary physics, p. 268-72.

458. **National association of secondary school principals.** Fourth yearbook. Pub. by the Association, 1920. 114 p. 8°. (H. V. Church, secretary, Cicero, Ill.)

Contains: 1. O. W. Caldwell: Some factors in training for leadership, p. 2-13. 2. E. W. Butterfield: The program of the small high school, p. 17-22. 3. Report of the committee on social studies in the high school, p. 29-43. 4. C. O. Davis: Training for citizenship in the North central association of secondary schools, p. 45-64. 5. C. O. Ruggles: Social and business studies in secondary schools, colleges, and universities, p. 71-80. 6. W. D. Reeve: Homogeneous grouping of high school students by means of psychological tests, p. 81-94. 7. A. Wanner: The industrial co-operative course of study in the York high school, York, Pennsylvania; its scope and character, p. 94-96.

459. **Bobbitt, Franklin.** The actual objectives of the present-day high school. School review, 29: 256-72, April 1921.

A study based on the daily programs of classes, conducted during the first semester of the school year 1920-21, of 51 high schools in various parts of the United States. Discusses the amount of effort made to achieve vocational, civic, and health objectives, and the worthy use of leisure.

460. **Edmonson, J. B.** Some tentative standards for junior high schools, with criticisms. American school board journal, 62: 33-34, February 1921.

Reports on the work of the Committee on the classification of six-year, senior and junior high schools of the North central commission on secondary schools.

461. **Foster, Herbert H.** Principles of teaching in secondary education. New York, Chicago [etc.] Charles Scribner's sons [1921] xviii, 367 p. 12°.

Makes a protest against formalism and mechanism, on the one hand, and unsympathetic procedure on the other. The point of view is functional, in that in each step there is a procedure from discovery of aim to adaptation of process to aim. Holds that certain general principles of method are valid in all of the studies of the high school curriculum.

462. **Lull, Herbert G. and Wilson, H. B.** The redirection of high-school instruction. Philadelphia, London [etc.] J. B. Lippincott company [1921] 286 p. tables, diagrs. 12°. (Lippincott's school project series, ed. by W. F. Russell)

The central problem announced for this book is to discover and organize the functional elements of high-school instruction. The view that the school is an instrument of social interpretation, social adjustment, and social control is maintained throughout.

463. Morrison, Henry C. Studies in high school procedure: II. Half learning; III. Mastery. School review, 29: 106-18, 182-97, February, March, 1921.

No. II discusses the theory upon which the various high-school courses are set and administered. Contends that the whole process of administration tends to be a thing apart from teaching and learning. The final paper of the series emphasizes the value of the concept of mastery, the old notion that what is worth doing at all is worth doing well.

464. Mort, Paul B. and Derricks, Robert K. An accounting of general values in the small high school curriculum. School review, 29: 119-34, February 1921.

A study based on replies from a questionnaire sent in 1916-17 to the 874 graduates of the 10 township high schools in Wabash county, Indiana. Emphasizes the effects of social affairs, athletics, association with teachers and students, citizenship trend of the system of school government, scholarship contests, and good will tendency of grading and recitation systems.

NORMAL TRAINING.

465. Allen, Bessie M. A two-year normal school curriculum for the training of teachers of home economics. Educational administration and supervision, 7: 85-90, February 1921.

466. Almack, John C. Teacher training in Oregon high schools. Eugene, Oreg., University of Oregon, 1921. 61 p. charts, tables. 8°. (Commonwealth review of the University of Oregon, n. s. vol. III, no. 1, January 1921)

467. Bagley, William C. The nation's debt to the normal schools. Educational administration and supervision, 7: 195-204, April 1921.

Address at a dinner given by the National council of normal-school presidents and principals to Members of Congress, February 24, 1921.

A plea for the establishment and extension of normal schools.

468. Beatty, Willard W. A normal school course in sociology introductory to work in the social studies. American journal of sociology, 26: 573-80, March 1921.

Course in civic sociology used in the State normal school, San Francisco, Calif.

469. Burgess, W. Randolph. The education of teachers in fourteen states. Journal of educational research, 3: 161-72, March 1921.

A comparison of the records of 14 states for 1918 shows that Massachusetts has the largest per cent of trained teachers. The eastern states in general show high records and the southern and middle western states lower records.

470. Burnham, William H. A survey of the teaching of mental hygiene in the normal schools. Mental hygiene, 5: 19-45, January 1921.

Study based on replies to a questionnaire sent by the National committee for mental hygiene to the public and private normal and training schools throughout the country. Gives suggestions for a course, and emphasizes its importance to the teacher.

471. Fontaine, Mary B. A program for the training of teachers of English composition for junior high schools. Educational administration and supervision, 7: 205-16, April 1921.

Proposes to separate the teaching of composition from the teaching of literature.

472. Gray, William S. The use of a time-record blank in the standardization and supervision of student-teaching courses. Educational administration and supervision, 7: 121-32, March 1921.

Emphasizes the value of time-record blanks to general supervisors.

473. Hall-Quest, Alfred L. The training of teachers to supervise study. Educational administration and supervision, 7: 160-65, March 1921.

Describes the methods of cooperative training of teachers in the University of Cincinnati; a plan whereby fifth-year students, that is, students who have received their A. B. degree, are assigned to half-time teaching in the elementary and high schools of the city.

474. **Jacobs, Charles L.** An evening course for the training of trade teachers. Educational administration and supervision, 7: 28-38, January 1921.
475. **Kirkley, J. A.** Virtues and defects of normal school training as seen by graduates of two, five, and ten years' service. Educational administration and supervision, 7: 103-10, February 1921.
 Sums up the outstanding points of weakness in normal-school training as follows: (a) Teaching the principles of education too abstractly; (b) giving courses in a superficial manner; (c) devoting relatively too much time to *how* to teach and not enough time to *what* to teach; (d) a failure to make such differentiations in the work as will prepare the teacher to teach expertly well in some one field.
476. **Manchester, O. L. and Blair, Francis G.** The normal school crisis. Issued by Francis G. Blair, superintendent of public instruction. Springfield, Ill., 1921. 34 p. diagrs. 8°.
477. **Patterson, Herbert.** The place of observation in practice-teaching courses. Educational administration and supervision 7: 190-94, April 1921.
 Says that the preparation of teachers should be in accord with the psychology taught in our classrooms and laboratories.
478. **Pickett, Lalla H.** Observation and student teaching in summer sessions. Educational administration and supervision, 7: 39-50, January 1921.
 Says that adequate facilities should be provided for doing work of as high standard and under as typical school-room conditions as the practice teaching of the regular year.
479. **Prichard, Mahala D.** A suggested course of lessons in social relations for prospective teachers. Educational administration and supervision, 7: 175-80, March 1921.
480. **Symonds, Percival M.** Subject matter courses in mathematics for the professional preparation of junior high school teachers. Educational administration and supervision, 7: 61-76, February 1921.
 Presents a constructive program in mathematics, together with the present status of the mathematical preparation of teachers in normal schools in various parts of the country.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

481. **American association of university professors.** Annual meeting. Constitution and list of members. Report on Washburn college. Boston, Mass., American association of university professors, 1921. 137 p. 8°. (*Its Bulletin*, vol. VII, nos. 1-2, January-February 1921) (H. W. Tyler, secretary, 222 Charles River road, Cambridge, Mass.)
482. **Arnett, Trevor.** Teachers' salaries in certain endowed colleges and universities in the United States. New York city, General education board, 1921. 42 p. chart, tables. 8°. (Publications of the General education board. Occasional papers, no. 7)
 An investigation of the amount of salaries paid to teachers in 1919-20 in 249 institutions of higher education, as compared with salaries paid in the same institutions in 1914-15.
483. **Carnegie foundation for the advancement of teaching.** Fifteenth annual report of the president and of the treasurer. New York city, 1920. vi, 171 p. 4°. (Clyde Furst, secretary, 522 Fifth avenue, New York)
 CONTENTS.—Pt. I. The financial administration of the trust.—Pt. II. The work of the year.—Pt. III. The development of the contractual plan of old age annuities.—Pt. IV. Action of various colleges and universities.—Pt. V. Development of pension systems and progress of pension legislation.—Pt. VI. Educational enquiry.—Pt. VII. De mortuis.
 Part III comments on the report of the committee of the Harvard university faculty upon the Teachers insurance and annuity association of the Carnegie foundation.

484. Chamberlain, Arthur H. Urgent financial needs of California school system as related to teacher-training facilities and the office of county superintendent of schools. [San Francisco, Calif., 1921] 11 p. graphs, tables. 8°. (Bulletin of the California teachers' association, January 1921)
Advance reprint from Sierra educational news for February 1921.
485. Cook, William A. Rise and significance of the American federation of teachers. Elementary school journal, 21: 444-60, February 1921.
An historical and critical study of the American federation of teachers.
486. ——— Uniform standards for judging teachers in South Dakota. Educational administration and supervision, 7: 1-11, January 1921.
Evaluating the services of teachers by means of rating cards. Gives samples of cards.
487. Hill, C. W. The efficiency ratings of teachers. Elementary school journal, 21: 438-43, February 1921.
Study based on rating scales in use in various cities of the United States. Says that an increasing number of school administrators are making use of some definite rating plan.
488. Kent, Raymond A. What should teacher-rating schemes seek to measure? Journal of educational research, 2: 802-7, December 1920.
Presents a plan for measuring a teacher's merit as a professional worker.
489. Malloch, J. M. What is really the matter with the teaching profession? Western journal of education, 27: 1-2, January 1921.
The trouble with the teaching profession is the lack of a standard of achievement.
490. National Catholic welfare council. Bureau of education. . . . Laws and regulations relative to certification of teachers. Washington, D. C., 1921. 10 p. 75 fold. tables. 8°. (Bulletin, 1921, no. 1)
Abridged from a manuscript prepared by Katherine M. Cook, of the United States Bureau of education.
491. Wagner, C. A. The construction of a teacher rating scale. Elementary school journal, 21: 361-66, January 1921.
A criticism of the scale prepared by Prof. H. O. Rugg, in Elementary school journal for May 1920; and the presentation of an alternative scale by the writer. Emphasizes the use of "suggestions" as the unit for the measurement of teaching qualities.
492. Webb, L. W. Educational research and statistics. One element to be considered in measuring effective teaching. School and society, 13: 206-09, February 12, 1921.
Presents data to prove that the habits and methods by which students work should be considered in measuring effective teaching.
493. Williams, L. A. Teaching as a profession. High school journal, 4: 31-33, February 1921.
The writer shows how there is no sphere of human activity which teaching does not touch.

HIGHER EDUCATION.

494. Association of American colleges. The preliminary report of the Association commission on the organization of the college curriculum. Chicago, Ill., 1921. 60 p. charts. 8°. (Association of American colleges bulletin. vol. VII, no. 2, March 1921) (R. L. Kelly, executive secretary, 111 Fifth avenue, New York city)
Contains: 1. Samuel Lough: Introductory statement, p. 5-8. 2. Clyde Furst: College entrance requirements, p. 9-31. 3. R. L. Kelly: The college curriculum, p. 31-60.
Dr. Kelly's paper is also published in Christian education, 4: 17-46, March 1921.

495. **Association of American universities.** Journal of proceedings and addresses of the twenty-second annual conference, held at Columbia university November 18 and 19, 1920. [Chicago, Ill.] Pub. by the Association [1921] 95 p. 8°.

Contains: 1. C. H. Haskins: Cooperation in research in the humanities, p. 35-40. Discussion, p. 40-44. 2. Frank Aydelotte: The record of the American Rhodes scholars, p. 44-48. 3. John Johnston: Cooperation between universities and industry, p. 51-60. 4. F. B. Jewett: Cooperation in research with private enterprises from the standpoint of industry, p. 60-68. Discussion, p. 68-70. 5. F. J. E. Woodbridge: The social environment of the graduate student, p. 71-78. Discussion, p. 78-81. 6. A. H. Lloyd: Fellowships—with special consideration of their relation to teaching, p. 82-91.

496. **National conference committee on standards of colleges and secondary schools.** Minutes of the fourteenth conference . . . held at New York, N. Y., March 10, 1921. [Middletown, Conn., Press of Pelton & King, inc., 1921] 10 p. 8°. (Frank W. Nicolson, secretary, Wesleyan university, Middletown, Conn.)

497. **Athena; a year-book of the learned world.** The English speaking races. Ed. by C. A. Ealand. London, A. & C. Black, ltd., 1920. viii, 392 p. 8°.

498. **Boston university.** Boston university world war record. [Boston] The Trustees of the University [1920] 347 p. ports. 8°.

499. **Boyd, P. P.** Extra-curricula activities and scholarship. School and society, 13: 158-66, February 5, 1921.

Activities of a student outside of the classroom can be directed so as to increase his possibilities as a scholar, a citizen, and a man.

500. **Bruce, Philip Alexander.** History of the University of Virginia, 1819-1919; the lengthened shadow of one man. Centennial ed. Vol. 3-4. New York, The Macmillan company, 1921. 2 v. fronts. 8°.

These volumes record the history of the University of Virginia during the period 1842-1904.

501. **Burgess, R. W.** The record of the American Rhodes scholars. American Oxonian, 8: 1-36, January 1921.

The type of men who have been selected; their record at Oxford; and what they have done since their return home.

502. **Capen, Samuel P.** The dilemma of the college of arts and science. Educational review, 61: 277-85, April 1921.

Criticises the prevailing methods of instruction, and emphasises the necessity of vitalizing the college subjects. In place of the devices now in vogue relating to entrance requirements, the writer would substitute as fast as possible searching individual examinations designed to test the capacity, achievement, and intellectual power of the student.

503. ———. Preliminary suggestions for a self-survey of state universities. Lexington, Ky., Office of the secretary-treasurer, F. L. McVey, University of Kentucky, 1921. 12 p. 8°. (Bulletin of National association of state universities, March 1921)

504. **Clark, Thomas Arkle.** Discipline and the derelict; being a series of essays on some of those who tread the green carpet. New York, The Macmillan company, 1921. 203 p. 12°.

Some experiences of a dean of men in dealing with college undergraduates.

505. **Judd, Charles H.** The American experiment of free higher education. School review, 29: 94-105, February 1921.

Says that America has launched in its program of a tax-supported higher education an experiment of such magnitude that there is some difficulty in seeing it through. Suggests that the privileges of the high school be steadily curtailed in the cases of all students who cannot be induced to make serious use of them.

506. **Lennard, Reginald.** Some problems of university education. Nineteenth century, 89: 301-6, February 1921.
A critical study of higher education as revealed in the Universities of Oxford and Cambridge, England.
507. **Magruder, William T.** The junior college as a relief. Educational review, 61: 286-97, April 1921.
A study based on bulletin 1919, no. 35, of the U. S. Bureau of Education, entitled "The junior college," by F. N. McDowell.
508. **Melkielejohn, Alexander.** The liberal college. Boston, Marshall Jones company, 1920. ix, 165 p. 8°.
First of a series of volumes by Amherst men, to be known as "The Amherst books," issued in connection with the centenary of Amherst college in 1921.
A collection of papers and addresses dealing with the liberal college, and expressing the conviction that liberal study strengthens and enriches the lives of individual men and of groups of men.
509. **Miller, William O.** Administrative coordination. Educational review, 61: 310-19, April 1921.
Discusses the development of scientific business practises in our colleges and universities. Says that it is essential "to relieve educational administration of all duties incident to operation, and that within operation itself, accounting, office practise, and other classifiable duties and responsibilities should be properly segregated."
510. **Myers, Joseph S.** Present day college problems. Educational review, 61: 320-33, April 1921.
511. **Mendenhall, Thomas C., ed.** History of the Ohio state university. Vol. I, 1870-1910, by Alexis Cope. Columbus, The Ohio state university press, 1920. xxix, 612 p. plates. 8°.
To be completed in three volumes.
512. **North Carolina. University.** The state university and the new South; being the proceedings of the inauguration of Harry Woodburn Chase as president of the University of North Carolina. Chapel Hill, N. C., April 28, 1920. 104 p. 8°.
Contains: 1. A. L. Lowell: Formalism in education, p. 26-35. 2. J. G. Hibben: Idealism in education, p. 36-39. 3. C. R. Mann: Professional training and service, p. 40-50. 4. H. W. Chase: Inaugural address, p. 52-68.
513. **Pyre, James F. A.** Wisconsin. New York [etc.] Oxford university press, 1920. 419 p. plates. 8°. (American college and university series)
514. **Schoell, Franck L.** L' université de Chicago. Revue internationale de l'enseignement, 41: 29-43, January-February 1921.
515. **Showerman, Grant.** Intellect and the undergraduate. School and society, 13: 241-51, February 26, 1921.
516. ——— The university brickyard. Weekly review, 4: 126-27, February 9, 1921.
Discusses academic freedom.
517. **The University of Chicago in 1921.** Chicago, Ill., University of Chicago press [1921] 32 p. plates. 12°.
A descriptive booklet intended as a statement to the alumni, having as preface "A message from the president," Harry Pratt Judson.
518. **Vincent, George E.** Yale's new president and his task. American review of reviews, 63: 399-402, April 1921.
A sketch of James Rowland Angell in relation to the duties which will devolve upon him as president of Yale university.

519. **Walters, Raymond.** Statistics of registration of thirty American universities for 1920. School and society, 13: 121-28, January 29, 1921.
A detailed account of the large enrollments of thirty American universities.
520. **Warren, Sir Herbert.** The modern humanities at Oxford. Nineteenth century, 89: 354-63, February 1921.
Defines the word "humanities" as regards its implications in higher education. Discusses the field covered by the modern humanities.
521. **West, Paul V.** What do college students know? Atlantic monthly, 127: 391-93, March 1921.

RESEARCH.

522. **Evans, John W.** Scientific research and the universities. Contemporary review, 119: 346-53, March 1921.
The English universities and scientific research work described.

SCHOOL ADMINISTRATION.

523. **Alexander, Carter.** Comparative state school aids. Elementary school journal, 21: 522-28, March 1921.
Says that the poorest way to distribute state school revenue is on a school-census basis. Far better results will be secured by extending the special state aid provisions already in vogue in five states of the Union.
524. **Ayres, Leonard P.** The increasing efficiency of our city school systems. Elementary school journal, 21: 416-23, February 1921.
Study based on data gathered by the Russell Sage foundation in 1920. The results show the general improvement that has taken place in the effectiveness of school systems in carrying their pupils through the grades. The proportion of pupils reaching the eighth grade is larger than it was in 1911, when a similar study was undertaken by the Foundation.
525. **Bagley, W. C.** Reports on the New Mexico state educational institutions and the general education system of New Mexico. With letters from Prof. E. P. Cubberley and Prof. Geo. D. Strayer to the New Mexico special revenue commission. Santa Fe [Printed by The Santa Fe New Mexico pub. corp.,] 1921. 62 p. 8°.
Chairman of committee: Herbert C. Jones.
Following an introduction, the report is presented under the following headings: 1. State educational organization. 2. County educational organization. 3. The problem of teacher training. 4. High school and junior college. 5. A better equalization of funds. The pamphlet concludes with a Summary of needed legislation.
526. **Bliss, Don C.** Local school surveys. Educational review, 61: 93-99, February 1921.
Contents that the best results are attained when the school survey is instigated by those upon whom the responsibility rests for initiating the necessary steps to accomplish the desired changes. Discusses methods for determining efficiency of school system.
527. **California. Legislature.** Report of the special Legislative committee on education, as authorized by Senate concurrent resolution no. 21 by the forty-third session of the Legislature of California. Sacramento, California state printing office, 1920. 96 p. charts, maps. 8°.
Chairman of committee: Herbert C. Jones.
Following an introduction, the report is presented under the following headings: 1. State educational organization. 2. County educational organization. 3. The problem of teacher training. 4. High school and junior college. 5. A better equalization of funds. The pamphlet concludes with a Summary of needed legislation.
528. **Churchill, Thomas W.** Financial independence of school systems. Journal of the New York state teachers' association, 7: 263-71, January 1921.
Read before Associated school boards and trustees, Utica, December 3, 1920.
529. **Claxton, P. P.** The county superintendent of schools. School life, 6: 3-4, February 15, 1921.
Gives a table of salaries of county superintendents for 1920.

530. Claxton, P. P. Educational inequalities in a typical district-unit state. *School life*, 6: 3-4, February 1, 1921.
Discusses variation in Missouri counties in tax rate, school term, salaries, and qualifications of teachers, and suggests remedies.

531. ——— Organization of state departments of education. *School life*, 6: 1-2, 10-11, January 15, 1921.
Accretion is usual process of growth. Nonpartisan board of education should perform legislative functions.

532. Legislative suggestions approved by State superintendent of schools, representatives of the Missouri state teachers' association, and program committee of the conference on education called by Gov. Arthur M. Hyde. January 6 and 7, 1921, Jefferson City, Mo. 43 p. 8°.

533. Russell, William F. One step toward a scientific method in the distribution of school funds. *Educational administration and supervision*, 7: 181-89, April 1921.

Says that the purpose of the paper is to show that the distribution of school funds for specific purposes is necessary to establish state control. Once established it may be used for other purposes.

534. Sears, J. B. The literature and problems of public school finance. *Educational administration and supervision*, 7: 133-50, March 1921.

Contains an elaborate and valuable bibliography of the subject in all its phases, p. 139-50.

535. Texas. Department of education. Report on education in Texas and recommendations made to the governor and the thirty-seventh Legislature, by Annie Webb Blanton, state superintendent of public instruction. [Austin] The Department of education, state of Texas [1921] 60 p. 8°.

CONTENTS.—Measures recommended by the governor's committee on education.—Measures for which the endorsement of the committee on education was not asked.—Brief discussion of the necessity for measures recommended.—Report of governor's committee on education.—Statistical reports.

536. Washington (State) Public school administrative code commission. Report of the Public school administrative code commission of the state of Washington, delivered to the governor and the legislature at Olympia, Wash., January 11, 1921. Designed to accompany Senate bill no. 10. Olympia, F. M. Lamborn, public printer, 1921. 118 p. diagrs., maps, tables. 8°.

Members of the Public school administrative code commission: W. J. Sutton, chairman; A. S. Burrows, secretary; W. M. Kern, Alfred Lister, Mrs. Mark E. Reed.

SCHOOL MANAGEMENT.

537. Church, H. V. Attendance procedure. *School review*, 29: 273-77, April 1921.

Describes an attendance card used in the J. Sterling Morton high school, Cicero, Ill.

538. Cranor, Catherine T. A self-scoring card for supervisors as an aid to efficiency in school work. *Educational administration and supervision*, 7: 91-102, February 1921.

The aim of this score-card is not to measure the efficiency of the supervisor's work, but to call to her attention certain desirable qualifications that may result in higher ideals and standards of educational efficiency among supervisors. Gives a bibliography.

539. Johnson, Franklin W. The schedule of recitations. School review, 29: 216-28, March 1921.
540. McClure, Worth. The functions of the elementary school principal. Elementary school journal, 21: 500-14, March 1921.
Study based on replies to questionnaires sent to the elementary school principals of Seattle, and to university professors of administration, etc. The purpose of the investigation was to answer two questions: (1) What are the functions of the elementary school principal in theory and in practice? (2) What is their relative importance in theory and in practice?
541. Müncheberg, G. Die schülersebstverwaltung. Monatschrift für höhere schulen, 20: 30-38, January-February 1921.
On student self-government in present-day Germany.

SCHOOL BUILDINGS AND GROUNDS.

542. Architect and engineer, San Francisco, Calif. vol. LXIV, no. 3, March 1921.
Contains: 1. C. K. Sumner: Some neglected aspects of school architecture, p. 47-56. Views and plans of typical California school buildings, p. 57-67. 2. J. J. Donovan: Architecture, planning, and construction of schools, p. 68-97.
These articles are both fully illustrated. The second is an advance proof of Chapter II of Mr. Donovan's new book on School architecture, just published by the Macmillan company.
543. Hartwell, E. C. The Buffalo school building program. American school board journal, 62: 52-58, February 1921.
Description of eighteen new school buildings to be built.
544. National committee for chamber of commerce cooperation with the public schools. Know and help your schools. Second report. An interpretation of inquiry no. II relating to school buildings and grounds, enrollment and size of classes in the national survey of urban public schools, directed by the National committee for chamber of commerce cooperation with the public schools and the American city bureau. New York, Chicago [etc.] American city bureau, 1921. 63 p. charts, tables. 8°.
Executive secretary of National committee: Fred A. Richardson, secretary American city bureau, New York, N. Y.
545. Williams, L. A. . . . The construction of schoolhouses. Chapel Hill, 1920. 46 p. 8°. (The University of North Carolina record, Sept., 1920, no. 180. Extension series no. 38)
A companion volume to the above is Design and improvement of school grounds, by W. C. Coker and Eleanor Hoffmann, published by the University of North Carolina, Chapel Hill, N. C., 1921. 48 p. illus., plates. 8°. (Bureau of extension bulletin. Special series no. 1)

SCHOOL HYGIENE AND SANITATION.

546. American school hygiene association. Proceedings of the twelfth congress. . . . Vol. VIII. Cleveland, February 24-27, 1920. 212 p. 8°. (Harry B. Burns, secretary, Pittsburg, Pa.)
Contains: 1. Edith M. Walker: Health education in normal schools, p. 19-25. 2. Hiram Byrd: Democratization of hygiene, p. 26-34. 3. Walter J. Multer: Junior Red Cross and school dental ambulance service in rural communities in Nassau county, New York, p. 40-46. 4. H. J. Burkhart: Children's work in the Rochester dental dispensary and schools of Monroe county, p. 46-49. 5. Helen MacMurphy: School health education in Canada, p. 55-60. 6. H. H. Mitchell: The health of working children, p. 60-66. 7. P. A. Surgeon and H. T. White: A suggested plan for systematic sex instruction of the child. p. 77-83. 8. C. W. Crampton: How can physical training be correlated with medical inspection of

schools, p. 88-95. 9. G. B. Jones: What is physical education?, p. 96-109. 10. W. S. Cornell: Modern interpretation and application of school medical inspection, p. 118-127. 11. L. A. Wilkes: Health education in the schools of Bridgeport, Conn., p. 127-181. 12. Emma Smedley: The school lunches in Philadelphia, p. 171-176. 13. K. A. Fisher: School lunches in rural communities, p. 192-198. 14. G. N. Child: Health education in the public schools of Utah, p. 199-201. 15. J. E. Browne: Health education in the schools of Saskatchewan, p. 202-206.

547. **Benedict, Francis G. and Hendry, Mary F.** The energy requirements of girls from 12 to 17 years of age. Boston medical and surgical journal, 184: 217-22, 257-62, 282-86, 297-300, 329-34, March 3-31, 1921.

Work of the nutrition laboratory of the Carnegie institution of Washington. A study based on experiments made on groups of girls of constant age, selected from various troops of Girl scouts.

548. **Bliss, D. C.** Malnutrition, a school problem. Elementary school journal, 21: 515-21, March 1921.

Work of the Montclair, N. J., public schools. Open-air classes, school lunches, and campaigns of education as factors in solving the problem of malnutrition.

549. **Burgerstein, Leo.** Schulhygiene. 4te Aufl. Leipzig und Berlin, B. G. Teubner, 1921. 125 p. illus. 12°. (Aus natur und geisteswelt. 96. band)

550. **Christian, Eula G.** Health supervision in public schools. American journal of nursing, 21: 454-60, April 1921.

551. **Clark, Taliaferro and Butler, Harry B.** Children's teeth, a community responsibility; a practical plan for organizing protective and remedial measures. Washington, Government printing office, 1920. 19 p. plates. 8°. (Reprint no. 622 from the Public health reports. November 19, 1920)

552. **Douglass, Aubrey A.** Health education in the junior high school. Educational administration and supervision, 7: 12-21, January 1921.

Says that a comprehensive program of health should include training in personal hygiene and in community hygiene.

553. **Fones, Alfred C.** Mouth hygiene for school children. Modern medicine, 3: 119-22, February 1921.

Work of the school dental clinics of Bridgeport, Conn.

554. **Froeberg, Sven.** Effects of smoking on mental and motor efficiency. Journal of experimental psychology, 3: 334-46, October 1920.

Study based on examination of students of elementary psychology at the University of Michigan. Comes to conclusion that except when used in excess, by adolescents, or persons suffering with certain nervous troubles, there is no scientific evidence that the moderate use of tobacco in smoking produces any either beneficial or injurious mental effect sufficiently great to be measured.

555. **Green, John.** Hygiene of the eye. Modern medicine, 3: 149-54, March 1921.

Among other things discusses myopia and education, examination of eyes of school children, etc.

556. **Greig, Mary.** Dietary hygiene as taught by museum methods. Modern medicine 3: 111-15, February 1921.

Describes the traveling loan exhibit of dietary hygiene, prepared by the American museum of natural history, New York city, for the use of public schools in New York. Illustrated.

557. **Irwin, R. B.** Sight-saving classes in the public schools. Cambridge, Mass., Harvard university [1920] 31 p. illus. 8°. (Harvard bulletins in education, no. 7, November 1920)

558. Rich, Katherine B. Nutritional work in public schools. *Journal of the American medical association*, 76: 998-99, April 9, 1921.
 "Final report of experimental work done under the supervision of the board of education in the public schools of Chicago." Fifty per cent of the school children that were weighed and measured were found to be below normal in height and weight for age, or in weight for height.
559. Strode, George K. Pennsylvania essays to prevent dental caries in the school child. *Modern medicine*, 3: 50-52, January 1921.
 Dental clinics in public schools of Pennsylvania. Illustrated.

560. Symposium on health supervision in colleges. *American journal of public health*, 11: 309-51, April 1921.

Contains: 1. H. Emerson, L. B. Chenoweth, F. C. Balderry and C. E. Case: Education in health at Cornell university, 1919-1920, p. 309-26. 2. John Sundwall: Supervision of health in colleges and universities, p. 327-34. 3. R. T. Legge: Students' infirmary, University of California, p. 335-38. 4. P. K. Holmes: Department of hygiene and public health at the University of Kentucky, p. 338-49. 5. F. E. Williams: Mental hygiene and the college student, p. 341-51.

PHYSICAL TRAINING.

561. American physical education association, western district. Proceedings of the third annual convention, Berkeley and Oakland, California, July 14-17, 1920. *Mind and body*, 27: 411-26, February 1921.
562. National collegiate athletic association. Proceedings of the fifteenth annual convention, held at Chicago, Ill., December 29, 1920. 100 p. 8". (Frank W. Nicolson, secretary-treasurer, Wesleyan university, Middletown, Conn.)
 Contains: 1. P. E. Pierce: President's address, p. 53-59. 2. J. L. Knox: Scouting, p. 60-67. 3. H. J. Koehler: The new athletic system at West Point, p. 68-75.
563. Affleck, G. B. A minimum set of tentative physical standards for children of school age. *Pedagogical seminary*, 27: 324-53, December 1920.
 A study dealing with height, weight, nutrition, teeth, motor development, lung capacity, and forearm strength of children of school age. Bibliography: p. 347-53.
564. Aims, scope, and relations of physical training. *School life*: 6: 1-2, 15, February 1, 1921.
565. Hoernig, Lena. Corrective physical activities. *Mind and body*, 27: 401-10, February 1921.
 Read at the Physical training section, State educational association of Missouri, Kansas City, Mo., November 1920. The scope of the paper concerns the application of physical activities to pathologic conditions of school children.
566. Naylor, Herbert E. and Temple, Mollie. Modern physical education including exercises with and without apparatus, marching, games, etc. With series of tables and over 200 illustrations. London, A. Melrose Ltd., 1920. 317 p. illus. 12".
567. Sargent, D. A. The physical test of a man. *School and society*, 13: 128-35, January 29, 1921.
 The article describes the new test of estimating man power.
568. Todd, Ernest McC. Provision in the high school curriculum for correcting physical defects. *Journal of educational research*, 3: 23-34, January 1921.
 Work accomplished in the Country day school of Kansas City, Mo. Presents a course of study in physical education.

PLAY AND RECREATION.

569. **Cleveland foundation. Survey committee.** Cleveland recreation survey. A community recreation program. Cleveland, Ohio, The Cleveland foundation committee [1920] 116 p. 12°.
Contains: Introduction, Origin and scope of the recreation survey; Summary of the survey reports; An interpretation of the survey; A community recreation program for Cleveland.
570. **Dymond, J. A. G.** Scouting and the adolescent, with special reference to secondary schools. Manchester, At the University press; London, New York [etc.] Longmans, Green & co., 1920. xiv, 81 p. 12°.
Includes a foreword by Prof. J. J. Findlay, and a memoir of the author by F. J. Stafford. Bibliography: p. 79-81.
571. **Jessop, Gilbert and Salmond, J. B., ed.** The book of school sports. London, Edinburgh and New York, T. Nelson and sons, ltd. [1920] 291 p. front., illus., plates. 12°.
572. **Playground and recreation association of America.** Officers of recreation commissions, boards, and associations, and tables showing playground and recreation center statistics for 1920. Playground, 15: 21-59, March 1921.
573. **Shreves, Rolland M.** Play and education. Education, 41: 349-60, February 1921.
Discusses play in Greek and Roman education, scholasticism and the play spirit, play in present day education, and the playground as an integral part of the schools. Gives helpful list of references.
574. **Trevelyan, Janet Penrose.** Evening play centres for children; the story of their origin and growth. With a preface by Mrs. Humphry Ward. London, Methuen & co., ltd. [1920] 183 p. front., plates. 12°.

SOCIAL ASPECTS OF EDUCATION.

575. **Charters, W. W. and Greene, James H.** A study of the factors in the efficiency of boys' and girls' clubs. School science and mathematics, 21: 335-41, April 1921.
Statistical studies of boys' and girls' clubs in Illinois made during the club seasons of 1917 and 1918.
576. **Corson, H. K.** The right kind of parent-teachers' association. American school board journal 62: 48-49, 121, February 1921.
Description of the work done by the parent-teachers' association connected with the Henry L. Dawes school at Pittsfield, Mass.
577. **Harrison, Shelby M.** Social conditions in an American city; a summary of the findings of the Springfield survey. New York, Russell Sage foundation, 1920. xii, 439 p. front., illus. 8°.
Summary of report on the public schools of Springfield, Ill., by Leonard P. Ayres: p. 35-73.
578. **Hart, Joseph K.** Minority opinion in education. Survey, 45: 761-62, February 26, 1921.
Discusses academic freedom among teachers. Reviews the debate between Prof. David Snedden, of Teachers' college, and Prof. Scott Nearing, of the Band school, both of New York city; the subject of which was "Freedom of teaching in the social sciences." This debate, held in New York, on January 5, was arranged by the New York academy of public education.
579. **Kelly, M. Clyde.** The community capitol; a program for American unity. Pittsburgh, The Mayflower press, 1921. 325 p. plates. 12°.
The community capitol which is the theme of this book is to be effected by the coordination of the neighborhood-uniting public school with the world-integrating postal system.

580. Page, Frank R. The school and the community. Elementary school journal, 21: 297-303, December 1920.

Relating the school to the industrial activities of a community.

581. Smith, C. F. and Fretwell, E. K. Horace Mann studies in elementary education. Clubs for young boys. Teachers college record, 22: 12-30, January 1921.

Gives the programs of the clubs of the Horace Mann Elementary school as they have been developed by the boys themselves.

582. Snedden, David. Liberty of teaching in social sciences. School and society, 13: 181-91, February 12, 1921.

From an address made before the New York Academy of public education, January 5, 1921.

583. ——— Sociological determination of objectives in education. Philadelphia and London, J. B. Lippincott company [1921] 322 p. 12°.

The writer of this book has undertaken in each chapter to do at least three things—first, to search for certain sources in the social sciences or in experience from which to derive standards of examination for the "faith objectives" now controlling in the department dealt with; second to criticize those faiths which have probably come to have the injurious characteristics of superstitions; and third, to propose, tentatively, certain new objectives for examination.

584. Steiner, Jesse F. Education for social work. American journal of sociology, 26: 475-518, 601-17, January, March 1921.

Discusses the nature of social work; educational preparation and basis; technical courses of instruction, etc. Second paper emphasizes the importance of the case method in schools of social work. Discusses the place of field work in the course of study. To be continued.

585. Sterry, Nora. The civic background of a school. Survey, 45: 599-601, January 22, 1921.

A discussion of the causes of retardation that lie outside the classroom. A survey made during the year 1919-20 of the pupils of the Macy street school of Los Angeles, California.

586. Williams, Joseph T. Education in recent sociology. Education, 41: 421-31, 500-9, March, April 1921.

First and second papers in a series of five which are to discuss the writings of four American sociologists—Lester F. Ward, Charles H. Cooley, Arthur J. Todd, and Charles A. Ellwood. One article is to be devoted to each of these four men, and a fifth will deal with a summary and some suggestions for an educational sociology.

CHILD WELFARE.

587. Bary, Helen V. The trend of child welfare work. North American review, 213: 404-501, April 1921.

Says that the most serious problem of child labor today is that of agricultural work. "Rural child labor in vast areas of the United States today carries with it the virtual denial of education."

588. Koch, F. J. Little Jack Roosa comes home from school. Child-welfare magazine, 10: 124-26, February 1921.

A unique course introduced in the Mid-West public schools for giving children new interest in home.

589. Loeb, Sophie Irene. Everyman's child. New York, The Century co., 1920. 286 p. front., plates. 12°.

590. Milnes, Nora. Child welfare from the social point of view. London & Toronto, J. M. Dent & sons, ltd., 1920. 243 p. 12°.

MORAL AND RELIGIOUS EDUCATION.

591. **Catholic educational association.** Report of the proceedings and addresses of the seventeenth annual meeting, New York, N. Y., June 28-July 1, 1920. Columbus, Ohio, Catholic educational association [1920]. 643 p. (Catholic educational association bulletin, vol. 17, no. 1, November 1920) (Rev. Francis W. Howard, secretary, 1651 East Main street, Columbus, Ohio)
- Contains: 1. W. D. Guthrie: The federal government and education, p. 35-45. 2. J. A. Burns: A constructive policy for Catholic higher education, p. 46-56. 3. W. J. Kerby: The teaching of sociology in Catholic women's colleges, p. 153-8; Discussion, p. 158-60. 4. E. J. McGoldrick: Our rural schools and their maintenance, p. 202-10. 5. E. V. O'Hara: The rural problem in its bearing on Catholic education, p. 232-39. 6. J. A. Waldron: Standards or tests by which the superintendent may judge of the efficiency of his schools, p. 283-95. 7. E. A. Pace: Development of the Catholic sense, p. 354-63.
592. **Bieler, Blanche.** Religious education in France. Church school, 2: 259-61, March 1921.
- Describes the three institutions of French Protestant religious education: the Sunday school; the Thursday school; and the Catechumen class.
593. **Crawford, Leonidas W.** Vocations within the church. New York, Cincinnati, The Abingdon press [1920] 211 p. 8°. (The Abingdon religious education texts. Weekday school series)
594. **Fitch, Albert Parker.** What is the present attitude of college students toward organized religion? Journal of religion, 1: 113-28, March 1921.
- Says that the attitude of college students toward organized religion is very far from what we should like it to be, but the responsibility for this is mostly with our own organization. Gives a detailed analysis of the present situation showing that the facts support his position.
595. **Haviland, Mary S.** Character training in childhood. Boston, Small, Maynard & company [1921] 296 p. plates. 12°.
596. **Hayward, Percy B.** Defective training for pre-adolescent boys. Religious education, 16: 19-22, February 1921.
- Discusses some of the maladjustments in adolescence due to faulty methods of training in pre-adolescence. Cooperative work between Sunday school and day school in the ethical education of children.
597. **Hunter, Marie C.** The actual social reactions of children under twelve. Religious education, 16: 10-15, February 1921.
- Data taken from "real life." Presents some of the proper social attitudes for children under twelve.
598. **Knapp, E. C.** The Sunday school between Sundays. New York, Chicago, F. H. Revell company [1920] 143 p. 12°.
599. **Krumbine, Miles H.** A church summer school. Religious education, 16: 87-100, April 1921.
- Work of the summer school conducted by the First Lutheran church, Dayton, Ohio. Discusses among other things the value of week-day religious teaching.
600. **McGiffert, Arthur C.** A teaching church. Religious education, 16: 3-9, February 1921.
- Discusses the teaching function of the church, and the need of teachers who are thoroughly equipped for their work.
601. **Micou, Paul.** Reorganization of religious education in the Episcopal church. Christian education, 4: 3-6, March 1921.
- All the activities of the old boards are now being carried on by departments of the Presiding Bishop and Council.

602. **Munkres, Alberta.** . . . Primary method in the church school. New York, Cincinnati, The Abingdon press [1921] 242 p. front., plates, illus. 12". (The Abingdon religious education texts. Community training school series)
603. On week-day religious instruction—sources of information. Religious education, 16: 37-41, February 1921.
604. **Poteat, Edwin M.** Christianity and learning. Biblical review, 6: 36-42, January 1921.
605. **Stewart, Joseph S.** Religious life in state institutions of the South. High school quarterly, 9: 68-74, January 1921.
Presents extracts from letters received by the editor from the presidents of leading state educational institutions in the South, showing that the religious spirit dominates their faculties and student bodies. Study continued by J. S. Stewart for 44 state institutions in various parts of the country in High school quarterly, 9: 173-76, April 1921.
606. **Sweet, Louis Matthews.** Academic standards in religious education. Biblical review, 6: 50-71, January 1921.
Says that religious education must raise up religious educators who at once realize and transcend all academic measurements. Man can not live by mind alone.
607. **Tracy, Frederick.** The psychology of adolescence. New York, The Macmillan company, 1921. xi, 246 p. 8". (Handbooks of moral and religious education, ed. by E. H. Sneath)
The books of this series are designed to serve as manuals for teachers in the field of moral and religious education. The present work gives an up-to-date summary of investigations of boy and girl nature during adolescence.

MANUAL AND VOCATIONAL TRAINING.

608. **Alltucker, Margaret M.** . . . Coördination in part-time education. Issued by the University of California in cooperation with the state board of education. Berkeley, Cal., 1921. 44 p. 8". (Part-time education series, no. 4. Bulletin no. 3)
At head of title: University of California. Division of vocational education. Research and service center for part-time schools.
609. **Carpenter, J. E.** Local administration of vocational education. Educational administration and supervision, 7: 226-36, April 1921.
Presents a plan for the administration of vocational education. Says that the initiation of a program should be in the hands of the superintendent of the school system.
610. **Daniel, Hawthorne.** Arthur E. Morgan's new type of college. World's work, 41: 405-9, February 1921.
"A civil engineer's revolutionary experiment with Antioch College to produce graduates who will become employers and not employees."
611. **Eaves, Lucile.** Training for store service; the vocational experiences and training of juvenile employees of retail department, dry goods and clothing stores in Boston. Report of investigations made in the research department of the Women's educational and industrial union. Boston, R. G. Badger [1920] 143 p. 8".
"Select bibliography": p. 135-139.
612. Educational review, Moncton and Fredericton, New Brunswick. December, 1920. Vocational education number.
Contains: 1. R. B. Vaughan: Technical education in Manitoba. 2. F. E. Sexton: Technical education in Nova Scotia—History of thirty years' development. 3. G. A. Boate: Needs of secondary technical education in Nova Scotia. 4. Fletcher Peacock: Vocational education in New Brunswick.

613. **Fitzpatrick, Alfred.** The university in overalls; a plea for part-time study. Toronto [Press of The Hunter-Rose co., limited] 1921. xvi, 150, xxxi p. plates. 12°.
614. **Fuller, Logan B.** Manual arts based on home repair. Journal of educational research, 3: 173-79, March 1921.
A study "to determine what problems and processes would be involved in a manual arts course, based upon work which is done or may be done around the home by a handy man with a common carpenter's and painter's tools."
615. **Gibson, Carleton B.** Industrial education survey, Charleston, S. C. Carleton B. Gibson, director. Charleston, S. C., Walker, Evans & Cogswell co., 1920. 174 p. 8°.
In making this survey, Carleton B. Gibson, the director, was assisted by Charles H. Winslow, as chief executive in charge of the industrial survey; by Paul S. Lomax, as chief executive in charge of the commercial survey; by Mrs. Henry L. Beck as chief executive in charge of the housekeeping survey. Cooperation in the work was also rendered in an auxiliary and advisory capacity by a general survey committee composed of 21 citizens of Charleston, and by a local sub-committee in each of the three branches of the survey.
616. **Goddard, H. N.** The portion of the high school program that may advantageously be given to vocational work. School review, 29: 278-91, April 1921.
Contents that undue emphasis should not be laid on vocational studies. It is more important for the student to obtain a broad culture. Says that deficiency in general education is a far more serious handicap to a pupil who leaves high school to enter industrial and commercial pursuits than a lack of vocational efficiency. The latter can be made up without much difficulty.
617. **Harmon, Selene A.** Why Theodore N. Vall backed O. H. Benson. World's work, 41: 517-20, March 1921.
Says that the child should take part in the business of production in his home community. Vocational and industrial education.
618. **McKinney, James.** The high school manual training teacher and his job. Manual training magazine, 23: 243-46, February 1921.
619. **Payne, Arthur Frank.** Organization of part-time schools and classes. Minneapolis, Minn., University of Minnesota, 1921. 24 p. 8°. (Bulletin of the University of Minnesota. General extension division. vol. XXIV, no. 1, January 5, 1921)
620. **Robison, Emily, comp.** Vocational education. 2d and rev. ed., by Julia E. Johnson. New York, The H. W. Wilson company, 1921. lxxv, 350 p. 12°. (The handbook series)
621. **Sindell, L. J.** The evening school in trade or industrial subjects which may be established under the Smith-Hughes act. Educational administration and supervision, 7: 22-27, January 1921.
Advocates the "short-unit" course. Develops a philosophy of evening class organization.
622. **Vaughn, S. J.** Some overlooked opportunities in education. School and home education, 11: 113-16, January-February 1921.
Industrial education offers opportunities and substantial promises for ambitious young men.

VOCATIONAL GUIDANCE.

623. **Uhrbrock, Richard S.** Vocational psychographs. Education, 41: 510-15, April 1921.
Defines "psychography" as the science of making graphic records of mental traits. Emphasizes the importance of mental tests.

AGRICULTURE.

624. Boyle, James E. Agricultural economics. Philadelphia, London [etc.] J. B. Lippincott company [1921] ix, 448 p. illus. 8°. (Lippincott's college texts. Agriculture)
625. Snedden, David. Our national program for agricultural education: its aims, progress to date, chief of weaknesses, chief strengths. Educational administration and supervision, 7: 151-59, March 1921.
Emphasizes the value of vocational training for the farming callings, and the importance of the home-project method.
626. Storm, Ashley V. and Davis, Kary C. How to teach agriculture; a book of methods in this subject. Philadelphia and London, J. B. Lippincott company [1921] vii, 434 p. front., illus. 8°.

HOME ECONOMICS.

627. Dickinson, May B. Mother craft instruction for school girls. American journal of public health, 11: 199-202, March 1921.
628. Dodge, B. F. The high school cafeteria as a home economics project. Journal of home economics, 13: 54-58, February 1921.
A description of the plan tried at Wisconsin university high school.
629. Trilling, Mabel B. . . . Home economics in American schools. Chicago, Ill., The University of Chicago [1920] 122 p. xi pl. diags. 8°. (On cover: Supplementary educational monographs pub. in conjunction with The School review and The Elementary school journal. Vol. II, October 1920. no. 6, Whole no. 14)
Ethelwyn Miller, Leona F. Bowman, Florence Williams, Clara B. Knapp, Viola M. Bell, Bertha M. Rugg, joint authors, with the collaboration of Harold O. Rugg.

COMMERCIAL EDUCATION.

630. Cody, Sherwin. A new message on the teaching of business English. Education, 41: 432-39, March 1921.
631. Montgomery-Campbell, M. National copartnership in commerce and industries. Nineteenth century, 89: 536-49, March 1921.
A sketch of commercial and industrial education in the United States and Europe.
632. National foreign trade convention. Official report of the seventh National foreign trade convention, held at San Francisco, Cal., May 12-15, 1920. New York City, 1920. 868 p. 8°. (O. K. Davis, secretary, India House, Hanover square, New York, N. Y.)
Contains: 1. E. L. Bogart: How and why economics should be taught in the high schools, p. 91-99. 2. E. A. Walsh: Adequate school training in commercial history, p. 99-109. 3. Emerson Lucas: Foreign trade geography in our schools and colleges, p. 110-15; Discussion, p. 115-31.

MEDICAL EDUCATION.

633. American institute of dental teachers. Proceedings of the twenty-seventh annual meeting . . . held at Detroit, Michigan, January 27-29, 1920. 148 p. 8°. (Abram Hoffman, 381 Linwood Avenue, Buffalo, N. Y.).
Contains: 1. E. W. Bunting: Principles of education as applied to dental teaching, p. 12-17. 2. J. B. Edmondson: Effective teaching from the dental students' standpoint, p. 29-34. 3. S. A. Courtis: Principles of education as brought out by the teaching demonstrations, p. 35-42. 4. Alfred Owre: The necessity for, and the scope of the pre-dental year, p. 56-58.

634. **Association of American medical colleges.** Proceedings of the thirteenth annual meeting held at Chicago, March 1-3, 1920. 190 p. 8°. (Fred C. Zapffe, 3431 Lexington Street, Chicago, Ill.)

Contains: 1. George Blumer: The general practitioner's view of the defects of medical education, p. 5-15. 2. Report on the teaching of physiology, p. 69-82. Supplementary report on the teaching of physiology: Pt. 1. Analysis of replies to questionnaire; Pt. 2. Bibliography on physiology teaching, p. 83-106. 3. Report on the teaching of pathology, p. 186-59.

635. **National league of nursing education.** Proceedings of the twenty-sixth convention held at Atlanta, Georgia, April 12 to April 17, 1920. Baltimore, Williams & Wilkins, 1921. 343 p. 8°. (Alice H. Flash, secretary, Letterman general hospital, Presidio of San Francisco, California)

Contains: 1. S. Lillian Clayton: President's address, National league of nursing education, p. 78-83. 2. Katherine Ink: What can be done to stimulate interest in class-work and keep the student up to a good standard of work, p. 124-29. 3. Kate Douglas: State board examinations: What are their common defects and how can they be improved, p. 140-51. 4. Conference on problems of administration, p. 182-88, 234-41. 5. Jean I. Gunn: Student government, p. 275-81. 6. C. G. Parnall: The national problem of demand and supply of nursing service, p. 283-89. 7. M. Adelaide Nutting: The outlook in nursing, p. 309-23.

636. **Fleischer, M. B. S.** History of dental section, Medical college A. E. F. university, Beaune, Côte d'Or, France. Dental cosmos, 63: 154-60, February 1921.

Establishment and activities of the dental section. Gives branches taught and names of faculty.

637. **Hough, Theodore.** The proper location of the state-supported medical school in Virginia. Charlottesville, Va., The University of Virginia press, 1921. 80 p. illus., plates. 8°. (Alumni bulletin of the University of Virginia. 3d series. vol. xiv, no. 1, January 1921)

A summary of the argument for university location of the single state-supported medical school: p. 71-80.

638. **Mills, C. A.** A course in chemistry for student nurses. American journal of nursing, 21: 461-66, April 1921.

639. **Robertson, John D.** Who shall nurse the sick. American journal of public health, 11: 108-12, February 1921.

Work of the Chicago training school for home and public health nursing. The faculty is selected from the staff of the health department of Chicago.

640. **Selden, Elizabeth.** Hospital and training school administration. American journal of nursing, 21: 399-402, March 1921.

A discussion of the feasibility of the plan in cities where there are universities and medical schools.

641. **Smith, Winford H.** Address to the graduating class, Training school for nurses, Peter Bent Brigham hospital (Boston, Mass.). Boston medical and surgical journal, 184: 367-71, April 14, 1921.

Emphasizes the shortage in the number of graduate nurses. Discusses the trend of nurses' education.

642. **Stewart, Isabel M.** What are the aims of nursing education. American journal of nursing, 21: 306-13, February 1921.

Reviews the history and activities of nursing education.

ENGINEERING EDUCATION.

643. **Johnston, Clarence T.** The teaching of surveying. Engineering education, 11: 257-70, January 1921.

Incidentally discusses the lack of cultural values in engineering courses. Says that engineers are not given proper or adequate recognition in the formulation and administration of laws which relate to the engineering phases of public business.

644. Taylor, Knox. The engineer and modern engineering education. Princeton alumni weekly, 21: 524-5, March 28, 1921.

The true engineer needs all the study and teaching the best college can give for from five to eight hard years.

645. Wadsworth, Marshman E. The Michigan college of mines in the nineteenth century. Engineering education, 11: 230-56, January 1921.
Interesting historical sketch, with bibliography.

646. Walters, Raymond. The scholastic training of eminent American engineers; a study of a professional group. [New York, 1921] 17 p. tables 8°.

Reprinted from School and society, 18: 322-29, March 12, 1921.

A study authorized by the American association of collegiate registrars at its 1919 meeting. It represents cooperation of the registrars of 75 colleges, technical schools, and universities in finding the class standing upon graduation of 392 eminent engineers. The results supply evidence of a close correspondence between good scholarship in college and eminence in engineering fields.

CIVIC EDUCATION.

647. Beatty, Willard W. An experiment in applied sociology. Elementary school journal, 21: 367-74, 424-37, January, February 1921.

A method in the San Francisco normal school for democratizing the elementary school. Second paper gives examples of replies by pupils to questions regarding ideals of good citizenship.

648. Davis, Calvin O. Citizenship and the high school. Educational review, 61: 214-23, March 1921.

Discusses the various types of student self-governing agencies and their influence on citizenship. The place of social sciences in the curriculum of secondary schools, etc.

649. Henderson, Ruth E. Americanizing through local history. English journal, 10: 61-67, February 1921.

Says that the primary object in drawing upon local color for work in high school English is "to develop in pupils the ability to express themselves about those things of life which are nearest to them in time, place, and interest."

650. Hobbs, William H. History teaching and American citizenship. Educational review, 61: 195-200, March 1921.

A critical study of some post war history texts and their implications.

651. Hunt, Rockwell D. Political science and practical citizenship. Educational review, 61: 185-94, March 1921.

Offers a series of constructive suggestions for teaching civics, having reference and applicability to the instruction of college undergraduates, summed up under the following heads: (1) Stress fundamental principles; (2) teach social sciences through social service; (3) preach and practice political idealism; (4) restore a new type of Puritanism; (5) put principle before expediency; (6) exalt the spiritual meaning of life.

652. Kilpatrick, William H. Our schools and war. Educational review, 61: 201-13, March 1921.

"Since it is conceded," says the writer, "that wars need not be inevitable, what can the schools do to help avert them." Discusses what teachers (and other adults) in our higher institutions of learning, and pupils in our elementary and secondary schools should be taught.

653. Sisson, E. O. Education for politics. School and society, 13: 337-45, March 19, 1921.

The article is a plea for the paying of far greater attention in schools to American culture and ideals, and to the fostering of the habit of intelligent thinking on all questions.

654. **Snedden, David.** Experimental and other forms of research in civic education. *School and society*, 13: 361-72, March 28, 1921.

A memorandum prepared for the New York society for the experimental study of education.

AMERICANIZATION.

655. **Berry, Charles S.** Some problems of Americanization as seen by an army psychologist. *School and society*, 13: 97-104, January 22, 1921.

656. **Clark, Walter E.** The stranger within our gates. *Journal of the National education association*, 10: 21-28, February 1921.

Discusses the problem of Americanization. Address before the National education association, July 6, 1920.

657. **Crist, Raymond F.** Citizens in the making. *Independent*, 105: 184-85, 146-48, February 5, 1921.

Americanization work of the Federal Government described.

658. **Gray, Robert F.** The training of Americanization teachers. *Educational review*, 61: 224-29, March 1921.

Says that the teacher must be trained in the needs of the alien and how to meet these needs both in method and technique. Two types of Americanization workers must be trained,—the leader or organizer, and the teachers of immigrants and of adult illiterates, whether in industry, home, or school.

659. **Johnston, Esther.** Readers of a foreign neighborhood. *Survey*, 46: 7-9, April 2, 1921.

Work of the 48 branches of the New York public library in the foreign neighborhoods of New York city.

660. **Jordan, Riverda H.** The retention of foreign language in the home. *Journal of educational research*, 3: 35-42, January 1921.

Emphasizes the necessity of English in the home of the immigrant.

661. **La Bella, Louise B.** The spirit of Americanization. *Education*, 41: 494-99, April 1921.

Presents various conceptions of Americanization work.

662. **Manchester, R. E.** Teaching Americanism. *Journal of education*, 93: 87-89, January 27, 1921.

Americanism is faith in America and is not to be taught as history might be taught.

EDUCATION OF SERVICE MEN.

663. **Bigwood, George.** The soldier as student. *Nineteenth century*, 89: 721-28, April 1921.

Education in the English army. Work of the Army educational corps, which has been recently established and whose duties are exclusively educational.

664. **Harbord, James G.** The poor man's university. *World's work*, 41: 443-45, March 1921.

Educational work of the U. S. Army.

665. **Messer, William S.** The ex-service undergraduate. *Educational review*, 61: 298-309, April 1921.

666. **Monroe, James P.** A university for the wounded. *Outlook*, 127: 145-46, January 26, 1921.

Rehabilitation work of the Federal board for vocational education. Utilization of existing schools, colleges, industrial plants, etc. Illustrated.

667. **Myers, Garry C.** The first missionary school of Americanism. *Educational review*, 61: 230-36, March 1921.

Work of the Recruit educational center in the Army camps.

668. **Powell, E. Alexander.** Training the soldier for peace. Harper's magazine, 142: 619-29, April 1921.
669. **Wisconsin.** State board of education. . . . The rehabilitation of the handicapped. Madison, 1921. 31 p. 8°. (Wisconsin's educational horizon, vol. 3, no. 4)

EDUCATION OF WOMEN.

670. **Doerschuk, Beatrice.** Women in the law; an analysis of training, practice and salaried positions New York city, The Bureau of vocational information, 1920. 188 p. 8°.
671. **Hulst, Myra M.** Mortality rates of college women. Quarterly publication of the American statistical association, 17: 599-605, March 1921, n. s. no. 183.
Also separately reprinted.
A study of 15,561 graduates from Vassar, Wellesley, and Smith, from the founding of these colleges through the class of 1914.
672. **McKinney, A. H.** Guiding girls to Christian womanhood. New York, Chicago [etc.] F. H. Revell company [1920] 214 p. 12°. (Symth lectures delivered at Columbia theological seminary, Columbia, South Carolina.)
673. **Moberly, Winifred H.** The Oxford women's colleges. Contemporary review, 119: 385-88, March 1921.
History and growth of the Oxford women's universities described.
674. **Pierce, Anna E., comp.** Catalog of literature for advisers of young women and girls. New York, The H. W. Wilson company, 1921. 85 p. 8°.
An annotated list of about two thousand titles of the most representative and useful books and periodical articles for the use of deans and advisers of women and girls; heads of women's schools; instructors of young women; women principals of mixed schools; household economics teachers; Young women's Christian association secretaries and workers; deaconesses and other similar religious workers; settlement workers; national and local sorority officers; social directors and workers; physical directors and supervisors of athletics; leaders of girl scouts and campfire girls; women's clubs; directors of industrial relations in charge of women workers; parents of adolescent girls.
675. **Sturtevant, S. M.** The function of the adviser of girls in high schools. University high school journal (Oakland, Calif.) 1: 47-53, January 1921.
An address given before the deans' conference, California teachers' association, October 23, 1920.

NEGRO EDUCATION.

676. **Buck, J. L. B.** Builders of a community. Southern workman, 50: 172-77, April 1921.
The story of the prosperous Negro colony in Suffolk, Va. Illustrated.
677. **Maltby, Frances.** The movable school. Survey, 45: 888-89, March 19, 1921.
Work among Negro farmers in Madison county, Ala., described. The U. S. Department of agriculture, in cooperation with the Agricultural and home economics extension work of the Alabama polytechnic institute, has been making an extensive campaign among the Negroes of rural communities in the South through the medium of the movable school.

EDUCATION OF DEAF.

678. Andrews, Harriet U. The diary of a deaf child's mother. *Volta review*, 23: 112-37, March 1921.
679. Brown, J. The improved development and use of language by our deaf pupils. *Volta review*, 23: 78-82, February 1921.
 Paper read before the National college of teachers of the deaf, Birmingham, England, 1920. Discusses combined advantages of lip-reading and figure-spelling methods, etc.
680. Roe, W. Carey. Some observations on the psychology of the deaf child. *Volta review*, 23: 52-59, February 1921.
 A discussion confined to observations on the child who is born deaf or becomes deaf at an age when auditory impressions can have no effect on the mind.
681. Steed, Lyman, comp. Report on industrial training in the Pennsylvania institution for the deaf and dumb. *American annals of the deaf*, 66: 121-36, March 1921.
682. Willard, Charlotte B. Simplifying the simple. *American annals of the deaf*, 66: 147-64, March 1921.
 Developing language among the deaf.

EXCEPTIONAL CHILDREN.

683. Anderson, V. V. Education of mental defectives in state and private institutions and in special classes in public schools in the United States. *Mental hygiene*, 5: 85-122, January 1921.
 An historical and statistical study. Concludes that the dominant note of the state institution is becoming less and less custodial and more and more medical and educational. Illustrated.
684. Bryant, Edythe K. The "will-profile" of delinquent boys. *Journal of delinquency*, 6: 294-309, January 1921.
 A test of 100 delinquent boys at the Whittier state school, Whittier, Calif., made with the will-profile scale.
685. Carlisle, Chester L. A survey of conduct in community and school. *Elementary school journal*, 21: 375-79, January 1921.
 Describes work of the Oregon state survey of mental defect, delinquency, and dependency.
686. Doll, Edgar A. Education of juvenile delinquents. *Journal of delinquency*, 6: 331-46, March 1921.
 Describes a system of clinical psychology examining at the State home for boys at Jamesburg, N. J.
687. Hoyt, Franklin Chase. Quicksands of youth. New York, C. Scribner's sons, 1921. xii, 241 p. 12°.

Author is judge of the Children's court, New York city. His book tells what the juvenile court is doing in making good citizens out of the boys and girls who come before it.
688. Katherine, Sister. Advisability of organizing special classes for unusual children. *Modern medicine*, 8: 135-38, 199-202, February, March 1921.
 Paper read before the National conference of Catholic charities, Washington, D. C., September, 1920. Illustrated with statistical graphs.
689. Lapage, C. Paget. Feeble-mindedness in children of school-age. With an appendix on treatment and training by Mary Denby. 2d ed. Manchester, The University press; London, New York [etc.] Longmans, Green & co., 1920. 309 p. 12°. (Added t.p.: Publications of the University of Manchester. Medical series. no. XIII)

690. Levinson, A. Mentally defective children. *Modern medicine*. 3: 81-82, February 1921.

Emphasizes the importance of detecting mental deficiency much earlier than at the school period. Says that it is unfortunate that to this day no standards of mentality have been worked out for infants.

691. Lundberg, Emma O. The school and the juvenile court. *Survey*, 45: 703-4, February 12, 1921.

Cooperative work between the school and the juvenile court; what has been accomplished by the school departments of Los Angeles, Minneapolis, Seattle, and St. Louis in this regard.

692. Martin, Henry P. Philadelphia's disciplinary school for boys. *Current education*, 25: 47-52, February 1921.

An account of this school's successful dealings with the disciplinary boy.

693. Merrill, Lilburn. The public schools and the treatment of delinquent children. *Journal of delinquency*, 5: 207-14, November 1920.

Recommends the establishment of a department of adjustment to be organized as a clinical agency to which all children should be referred whose behavior or whose social tendencies make them misfits in the group organization, etc.

694. Smith, Leon O. The menace of the feeble-minded. *Middle-west school review*, 13: 5-6, March 1921.

By the assistant superintendent of schools, Omaha, Neb.

EDUCATION EXTENSION.

695. Bazeley, E. T. Two experiments in voluntary continuation schools. *Journal of experimental pedagogy* (London) 6: 20-26, March 5, 1921.

The field of the experiment was an English manufacturing town, where two prominent firms had invited the local authority to open a continuation school.

696. Gleason, Arthur. Workers' education; American and foreign experiments. New York, Bureau of industrial research, 289 Fourth avenue [1921] 62 p. 8°.

A study of experiments in education under working class direction and control in the United States, Great Britain, Belgium, and Germany. Bibliography on workers' education: p. 52-55.

697. ——— Workers' education. *New republic*, 26: 235-37, April 20, 1921.

Says that the educational movement among American workers will not go very far until something comparable to the British Fabian society exists.

698. Man, Henry de. Labor's challenge to education. *New republic*, 26: 16-18, March 2, 1921.

Describes the creation, in a number of cities, of a network of educational institutions by the labor movement. Experiences in foreign countries.

699. Parry, R. St. John, ed. Cambridge essays on adult education. Cambridge. At the University press, 1920. viii, 230 p. 8°.

The essays comprised in this volume take up first the purpose and meaning of adult education, and survey its history and organization. The subjects next presented are adult education, in its relation to democracy, labor, and women respectively. The university extension and tutorial class movements are then described, and the book closes with a student's experience related by himself. The object of the book is to bring before the public some of the principal subjects which are dealt with in the report of the British Committee on adult education.

700. Yeaxlee, Basil A. An educated nation. London, New York [etc.] Humphrey Milford, Oxford university press, 1920. 80 p. 12°. (The world of to-day, ed. by Victor Gollancz)

In this book, the author, a member of the Adult education committee of the British Ministry of reconstruction, presents a survey of the whole group of problems connected with adult education. The volume briefly gives the substance of the report of the Adult education committee.

LIBRARIES AND READING.

701. **American library association.** Papers and proceedings of the forty-second annual meeting . . . held at Colorado Springs, Colo., June 2-7, 1920. Chicago, Ill., American library association, 1920. p. 183-360. 4°. (*Its Bulletin*, vol. 14, no. 4, July 1920) (Carl H. Milam, secretary, 78 East Washington street, Chicago, Ill.)
702. **Baker, Ernest A.** Public libraries under the new act. *Fortnightly review*, n. s. 108: 321-33, February 1921.
Establishment of public libraries in Great Britain and their relations to education.
703. **The booklovers of tomorrow.** *Bookman*, 52: 500-5, February 1921.
A series of brief reports on the use of their respective libraries by the librarians of the following: Public library of the District of Columbia, Carnegie library of Atlanta, St. Louis public library, Yale university, University of Chicago, University of Michigan. In most cases the number of readers using these libraries seems to be increasing.
704. **Bostwick, Arthur E.** Library essays; papers related to the work of public libraries. New York, The H. W. Wilson company, 1920. x, 432 p. 8°.
705. **Brame, S. M.** The high school library. *Southern school work*, 9: 237-41, February 1921.
Gives a list of worth-while books and bibliographies.
706. **Conner, Martha.** The library and the school. *Education*, 41: 440-48, March 1921.
707. **Drake, Ruth B.** An experiment in library work in a hospital for mental disease. *Mental hygiene*, 5: 180-88, January 1921.
Discusses library work in psychopathic hospitals before and after the war, more particularly at St. Elizabeth's hospital, Washington, D. C.
708. **Frank, Mary.** Caravaning with books. *Bookman*, 52: 531-36, February 1921.
Describes the "book caravan" sent out to tour New England by the Woman's educational and industrial union of Boston.
709. **Friedel, J. H.** . . . Training for librarianship; library work as a career. Philadelphia and London, J. B. Lippincott company [1921] 224 p. front., plates. 12°. (Lippincott's training series)
710. **Glenn, Earl B.** Past and present practice in high school library book selection from the viewpoint of a science teacher. *School science and mathematics*, 21: 217-37, March 1921.
Also in *Library journal*, 46: 247-51, 297-300, March 15, April 1, 1921.
Gives a comparison of past and present practice in book selection, and makes some constructive suggestions for the improvement of high school libraries. Illustrated with graphs.
711. **Howard, Clara E.** An effective high school library. *Public libraries*, 26: 221-28, April 1921.
A description of the Schenley high school library of Pittsburgh, Pa., read before the State teachers' meeting at Harrisburg, Pa., January 4, 1921, by Superintendent W. M. Davidson, of Pittsburgh.
712. **Mason, Anna P.** A library play contest. *Library journal*, 46: 201-5, March 1, 1921.
In this article, the librarian of the Carondelet branch, St. Louis public library, tells of a play writing contest which was held by the library this year as its contribution to the annual school picnic of five large schools in its vicinity.

713. **Mississippi valley historical association. Committee.** Report on standardizing library work and library equipment for history in secondary schools. School review, 29: 135-50, February 1921.

Thirteen states in the Mississippi valley were included in the survey. Gives lists of books recommended for intensive readings in American and European history.

714. **Wilson, Martha.** School library management. New York, The H. W. Wilson company, 1920. 142 p. 12°.

This manual is the 2d revised edition of School library management, published by the Minnesota Department of education in 1917.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

715. **Agriculture in secondary schools;** a report of the Commission on the reorganization of secondary education, appointed by the National education association. Washington, 1921. 32 p. (Bulletin 1920, no. 35)

716. **The curriculum of the college of agriculture;** by Carl R. Woodward. Washington, 1921. 86 p. (Bulletin, 1920, no. 40)

717. **Educational survey of, Wheeling, W. Va.** Summary of conclusions and recommendations. Washington, 1921. 53 p.

A digest of the report of a survey of the public schools of the independent school district of Wheeling, W. Va., made at the request of the Board of school commissioners, under the direction of the United States Commissioner of education.

718. **Organization of state departments of education;** by L. A. Kalbach and A. O. Neal. Washington, 1921. 48 p. (Bulletin, 1920, no. 46)

719. **The problem of summer teaching in connection with project supervision;** by Aretas W. Nolan. Washington, 1920. 6 p. (Secondary school circular no. 7, November 15, 1920)

720. **Schools in the bituminous coal regions of the Appalachian mountains;** by W. S. Deffenbaugh. Washington, 1920. 31 p. (Bulletin, 1920, no. 21)

721. **Statistics of city school systems, 1917-18;** prepared by the Statistical division of the Bureau of education, under the supervision of H. R. Bonner. Washington, 1920. 477 p. (Bulletin, 1920, no. 24)

722. **Survey of the schools of Wilmington, Delaware. Part 1.** Washington, 1921. 132 p. (Bulletin, 1921, no. 2)

723. **Survey of the schools of Winchester, Massachusetts.** Washington, 1921. 193 p. (Bulletin, 1920, no. 43)

724. **Treasure hunting of today and chemistry in our schools;** by Robert E. Rose. Washington, 1920. 35 p.

725. **Your opportunity in the schools;** by L. Emmett Holt. Washington, 1921. 14 p. (Health education no. 9)

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1921, No. 23

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

MAY-JUNE, 1921



WASHINGTON
GOVERNMENT PRINTING OFFICE
1921

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teacher training—Teachers' salaries and professional status—Higher education—School administration—School management—School buildings and grounds—School hygiene and sanitation—Sex hygiene—Physical training—Play and recreation—Social aspects of education—Moral and religious education—Manual and vocational training—Vocational guidance—Commercial education—Professional education—Civic education—Americanization—Education of service men—Education of women—Negro and Indian education—Exceptional children—Education extension—Libraries and reading.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

The issues of the record for May and June, 1921, are combined in the present double number. Publication of the record is now suspended for the summer.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

26. Association of colleges and secondary schools of the Southern states. Proceedings of the twenty-fifth annual meeting, Chattanooga, Tenn., December 2-3, 1920. Tulane university press, New Orleans [1921?] 114 p. 8°. (Edward A. Bechtel, secretary, New Orleans, La.)

Contains: 1. J. P. McCallie: The need of moral and religious training in school and college and how to meet it, p. 53-67. 2. G. F. Zook: The problem of teacher supply, p. 74-84. 3. A. Besiat: Modern methods of teaching French, p. 97-110.

727. National education association. Addresses and proceedings of the fifty-eighth annual meeting held at Salt Lake City, Utah. July 4-10, 1920. vol. 58. Pub. by the Association, Secretary's office, Washington, D. C., 1920. 724 p. 8°. (J. W. Crabtree, secretary, Washington, D. C.)

General sessions.—Contains: 1. G. D. Strayer: A national program for education, p. 41-48. 2. P. P. Claxton: Adequate pay for teachers, p. 55-58. 3. Florence E. Ward: The farm woman's problems, p. 75-79. 4. T. D. Wood: The nation's duty to the health of the school children, p. 79-81. 5. G. A. Iverson: The school board's place in the educational system, p. 88-89. 6. E. O. Sisson: Definite objectives in education, p. 100-103.

National Council of Education.—7. H. E. Wilson: City systems, p. 113-16. 8. A. H. Chamberlain: Thrift readjustment and progress, p. 117-20. 9. Adelaide S. Baylor: The next step in the study of consolidation, p. 138-41. 10. Joseph Swain: Preliminary report on tenure of teachers, p. 147-54. 11. A. H. Chamberlain: The salary situation with remedies, p. 154-58. 12. Harlan Updegraff: Participation of teachers in management, comparison of theories, and suggested study for their evaluation, p. 180-84.

Department of Kindergarten Education.—13. Jeannette Eskiels: Kindergarten makes adequate provision for the children's physical development, p. 193-96. 14. Individual differences in kindergarten children, p. 198-202.

Department of Secondary Education.—15. J. O. Engleman: The high school's part in the making of a greater America, p. 209-12. 16. Marie Gule: Some problems of the junior high school, p. 217-21. 17. H. M. Shafer: The six-year unified high school versus the senior and junior high schools, p. 221-26.

Department of Higher Education.—18. G. F. Zook: The emergency in higher education, p. 231-35.

Department of Rural Education.—19. M. S. Pittman: Zone plan of supervision, p. 289-92.

Department of Classroom Teachers.—20. Elizabeth A. Woodward: Brief view of one year's experience in New York state with classes for non-English-speaking women, p. 345-48. 21. Sara H. Fahey: Teacher's salary as a factor in establishing caste, p. 351-55.

Library Department.—22. J. D. Wolcott: Some plans in operation for stimulating home reading by school children, p. 383-85. 23. Irma M. Walker: Present status of the high-school library in the United States, p. 387-90.

Department of Superintendence.—24. R. W. Himelick: Current tendencies and problems in education, p. 424-28. 25. A federal department of education: I. W. P. Burris, p. 444-49. II. W. C. Bagley, p. 449-58. 26. L. D. Coffman: Teachers' associations, p. 458-65. 27. A. L. Hall-Quest: Supervised study in the grades, p. 502-4. 28. W. D. Lewis: Teaching citizenship, p. 531-35. 29. Teachers' salaries and salary schedules in the United States, 1918-1919, prepared for the Commission on the emergency in education by E. S. Evenden, p. 537-702.

EDUCATIONAL HISTORY AND BIOGRAPHY.

728. Burton, H. E. The elective system in the Roman schools. *Classical journal*, 16: 532-35, June 1921.

Historical sketch of the elective system in the schools of Rome in the first century after Christ.

729. Wolff, Maurice. Napoléon I^{er}, Fontanes et l'université impériale. *Revue universitaire*, 30: 347-55, May 1921.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

730. Coffman, Lotus D. The reconstruction of American education. *Old teacher*, 41: 355-58, April 1921.

Answers such questions as How can public education be best financed? Shall we have more or less knowledge; higher or lower moral standards?

731. Davidson, P. E. The socialists on equality of educational opportunity. *School and society*, 18: 396-409, April 2, 1921.
 Author gives the opinions of a number of socialists regarding how equality of educational opportunity may best be obtained.
732. Henderson, Hanford. The new education. *North American review*, 213: 644-65, May 1921.
 Criticises modern education under what he calls "the sophistries of school practice growing out of that phrase so dear to modernist ears 'the rights of thy child,' and to the incomplete and fragmentary culture which colleges offer under the pseudo-liberalism of the elective system." Emphasizes the advantages of the prescribed course.
733. Kirkpatrick, W. H. The demands of the times upon our schools. *Teachers college record*, 22: 127-136, March 1921.
 Education to meet its full duty must order itself in relation to the social group as a whole.
734. Miller, Paul G. School progress in Porto Rico. *Survey*, 46: 216, May 14, 1921.
 Statistics based on the three Federal censuses of 1899, 1910, and 1920, by the commissioner of education of Porto Rico.
735. Pearce, J. E. The reorganization of education. *Southwestern school review*, 1: 5-8, April 1921.
 The author does not advocate putting things out of the school curriculum, but would put a different emphasis on many subjects. Speaks of the over-emphasis upon languages and the under-emphasis upon science.
736. Reiser, E. H. National education in an international world. *School and society*, 13: 563-72, May 14, 1921.
 After a discussion of the development of the systems of national education in France and Prussia, the author goes on to describe how education can best serve toward and in the international world.
737. Stetson, Fred L. and Almack, John C. County school systems of Oregon, ranked in the order of their efficiency under measurements used by the Russell Sage foundation. Salem, Oreg., State printing department, 1921. 26p. graphs, tables. 8°.
738. Stevenson, J. J. Education and unrest. *School and society*, 13: 421-27, April 9, 1921.
 Discusses the problems which now confront education.

FOREIGN COUNTRIES.

Latin America.

739. Brainerd, Helen L. Latin-American students, the nation's guests. *Bulletin of the Pan American union*, 52: 367-71, April 1921.
740. Shoens, George T. Report on the public school system, including a survey and recommendations. Managua, Nicaragua, Tipografía Alemana de O. Heuberger [1920] 83p. 8°. (Republic of Nicaragua, ministry of public instruction, office of the educational adviser)

France.

741. Derôme, Juvénal. L'enseignement des notions scientifiques à l'école primaire élémentaire, *Revue pédagogique*, 78: 235-64, 327-56, April, May 1921.
742. Hardy, Georges. L'éducation française au Maroc. *Revue de Paris*, 28: 773-88, April 15, 1921.

743. **Institute of international education.** Opportunities for higher education in France. New York, 1920. cover-title, 144p. 12°.

CONTENTS: The French system of public instruction.—The American student in France.—The French universities.—Other institutions of higher learning.—Descriptions of individual institutions.

744. **Machat, F.** La natalité en France et les éducateurs. I.—La question de la dépopulation, doit-elle et peut-elle être traitée à fond dans les écoles? Éducation, 12: 639-47, June 1921.

Germany.

745. **Gaudig, Hugo.** Die deutsche schule innerhalb der nationalen kulturentwicklung der zukunft. Zeitschrift für pädagogische psychologie und experimentelle pädagogik, 22: 1-5, January-February 1921.
746. **Saupe, Walther.** Das wertproblem in seiner bedeutung für die innere organisation des höheren schulwesens. Gedanken zur reform von lehrplan und lehrfach. Zeitschrift für pädagogische psychologie und experimentelle pädagogik, 22: 87-103, March-April 1921.

Italy.

747. **McKenzie, Kenneth.** Opportunities for higher education in Italy. New York, 1921. 61p. 8°. (The Institute of international education, 2d. ser. Bulletin no. 2)

Switzerland.

748. **Widemer, Marie.** Schools and school life in Switzerland. Progressive teacher, 27: 13-18, May 1921.
- An illustrated account of Swiss schools.

Czechoslovakia.

749. **Lasker, Bruno.** [School system of Prague.] In Prague's window to the west. Survey, 46: 343, June 11, 1921.

India.

750. **Vander Schueren, T.** The education of Indian boys of the better or upper class families. Asiatic review, n. s. 17: 47-63, January 1921.
- A paper read at a meeting of the East India association, in London, October 25, 1920, by Father T. Vander Schueren, S. J. Discussion on the paper, p. 67-77.

Far East.

751. **Burgess, John S.** New tools in old China. Survey, 46: 238-39, May 21, 1921.
- Discusses the efforts in China to popularize the mandarin or spoken language in written form. This intellectual movement, inaugurated in 1919, has been called the Chinese renaissance.
752. ———. Opinion in China. Survey, 46: 108-10, April 23, 1921.
- Influence of teachers and students in the colleges and high schools of Peking in advancing democracy in China.

753. Dewey, John. New culture in China. *Asia*, 21: 581-86, 642, July 1921. illus.

Describes the "student" movement in China for a new culture, in which what is best in western thought is to be freely adopted—but adapted to Chinese conditions, employed as an instrumentality in building up a rejuvenated Chinese culture. Dr. Dewey thinks the new culture movement provides one of the firmest bases for hope for the future of China.

754. Fleming, D. J. Some aspects of the Philippine educational system. *International review of missions*, 10: 249-59, April 1921.

EDUCATIONAL THEORY AND PRACTICE.

755. Autin, Albert. *Autorité et discipline en matière d'éducation*. Avec une préface de M. Jules Payot. Paris, F. Alcan, 1920. 136p. 12°. (*On cover: Bibliothèque de philosophie contemporaine*)

Bibliographie: p. 181-84.

756. Bernard, Paul. Comment on devient un éducateur; à travers la vie scolaire. Paris, F. Nathan, 1920. 382p. 12°.

757. Charters, W. W. Educational aims, ideals, and activities. *Journal of educational research*, 3: 321-25, May 1921.

Says that those who advocate social efficiency as the aim of education should determine: "First, the ideals of socially efficient individuals; second, the fundamental physical and mental activities carried on by the people of the United States; and third, by a process of laborious analysis to discover exactly what important specific activities shall be taught and what ideals shall control in the performance of each."

758. Dewey, Evelyn. The new education: I. Its trend and purpose. II. The modern school. *Nation*, 112: 654-55, 684-85, May 4, 11, 1921.

First article discusses the trend and purpose of modern education; the adaptation of the school to real life, etc. Second article develops the theme of reorganization of education so that every child shall have "the real experiences that are necessary to enable him to be an efficient, independent, and creative member of society."

759. Garnett, James Clerk Maxwell. Education and world citizenship; an essay towards a science of education. Cambridge, At the University press, 1921, x, 515 p. diagrs., fold. chart. 8°.

In the light of modern knowledge of physiological psychology, this study attempts to formulate a few simple and general principles of education, and so to approach nearer to a science of education. The writer holds that a perfect system of education must be world-wide; or, at least, that in the interests of human progress, the ultimate aim of education should be the same the world over. The book is divided into three parts: (1) Introductory and historical: (2) The aim of education; (3) A system of education designed to achieve the aim just set forth.

760. Gerould, Katharine Fullerton. What constitutes an educated person today? *Atlantic monthly*, 127: 744-48, June 1921.

According to the writer, the minimum for an educated person is ability to use one's native language correctly; a general notion of the problems of the race, and an idea of how the race has tried to solve some of them—either mental, spiritual, political or physical; also some degree of orientation in time.

761. Poittrinal, L. *Pédagogie pratique; à l'usage des instituteurs et des candidats au certificat d'aptitude pédagogique*. Paris, A. Colin, 1921. 313 p. 12°.

762. Richards, Albertine A. Motive in education. *Pedagogical seminary*. 2: 60-72, March 1921.

Concludes that the child who is not motivated may acquire a rudimentary education, but he has also learned to be satisfied with an occupation which does not enlist all his powers. Deprecates the thwarting of desire and the constant interruption of self-selected activity in the education of children.

763. Snedden, David. Specific varieties of mental discipline as objectives of school education. *Educational administration and supervision*, 7: 255-66, May 1921.

Says that educators should endeavor to disentangle from our contemporary vocational, civic, and cultural life those objectives of mental discipline of importance to our civilization which can be made objectives of school education. Discusses the requirements for vocations, civic life and culture.

764. Vial, Francisque. La doctrine d'éducation de J. J. Rousseau. Paris: Delagrave, 1920. 208 p. 12°.

765. Wells, H. G. The salvaging of civilization; the probable future of mankind. New York, The Macmillan company, 1921. 199p. 12°.

In this book the author outlines measures of educational reconstruction tending in his belief, toward the establishment of a wide-thinking, wide-ranging education upon which a new world order may be based.

766. Yeomans, Edward. Shackled youth; comments on schools, school people and other people. Boston, The Atlantic monthly press [1921] 138p. 12°.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

767. Adams, Henry Foster. The mythology and science of character analysis. Scribner's magazine, 69: 569-75, May 1921.

768. Briffault, Robert. Psyche's lamp; a revaluation of psychological principles as foundation of all thought. London, G. Allen & Unwin, Ltd.; New York, The Macmillan company [1921] 240p. 12°.

769. Keener, E. E. Value of fighting instinct. *Southern school journal*, 32: 12-17, May 1921.

A review of the situations which arouse the fighting instinct and how the teacher can deal with some forms of its expression.

770. Paton, Stewart. Human behavior in relation to the study of educational, social, and ethical problems. New York, C. Scribner's sons, 1921. 465 p. 8°.

771. Payot, Jules. Le travail intellectuel et la volonté, suite à "L'éducation de la volonté". Paris, F. Alcan, 1921. 272p. 8°. (On cover: Bibliothèque de philosophie contemporaine)

772. Pfister, Oscar. La psychanalyse au service des éducateurs. Conférences faites à un cours de vacances de la Société pédagogique suisse; traduites par les soins de Pierre Bovet. Berne, E. Bircher, 1921. vii, 208p. 8°.

773. Tucker, D. Leslie. Psychoanalysis and education. *Journal of education and School world* (London) 53: 281-83, May 2, 1921.

Says that "the psychoanalyst joins forces with all who preach vocation, and that every individual must find the one vocation to which his own psychology calls him."

EDUCATIONAL TESTS AND MEASUREMENTS.

774. **Alexander, Carter.** Presenting educational measurements so as to influence the public favorably. *Journal of educational research*, 3: 345-58, May 1921.

Says that measurement workers are prepared as are no other schoolmen to present educational needs to the public. Discusses methods of publicity.

775. **Allen, Elbert.** Graphical representation of grades of high school pupils. *School review*, 29: 467-71, June 1921.

Describes a set of three cards upon which test grades may be graphically represented, as used in the department of mathematics in the University high school of the University of Chicago.

776. **Bracewell, Ray H.** The Freeman-Rugg general intelligence tests as an aid to economy in school administration. *School review*, 29: 460-66, June 1921.

Effect of tests in the Burlington high school, Burlington, Iowa. For the purpose used they have, says the writer, "a high degree of reliability."

777. **Bright, I. J.** The intelligence examination for high school freshmen. *Kansas teacher*, 13: 7-11, May 1921.

Concludes that the Terman group intelligence examination is well adapted to high-school freshmen, and the application of intelligence tests to first-year high-school classes is practicable and necessary.

778. **Buckingham, B. R.** Intelligence and its measurement: a symposium. *Journal of educational psychology*, 12: 271-75, May 1921.

Other contributions to the symposium are contained in the April issue. The writer discusses the nature of intelligence and its measurement.

779. **Chassell, Clara F. and Laura M.** A survey of the three first grades of the Horace Mann school by means of psychological tests and teachers' estimates, and a statistical evaluation of the methods employed. *Journal of educational psychology*, 12: 243-52, May 1921.

Part 2 of an article published in the February number. It records "the correlations obtained between the various measures, evaluating them by comparing them with a composite of all the measures utilized, and giving a detailed account of the statistical methods employed in the conversion of these measures into mental ages."

780. **Douglass, Harl Roy.** The derivation and standardization of a series of diagnostic tests for the fundamentals of first year algebra. [Eugene, Or.] The University, 1921. 48p. 8° (*On cover*: University of Oregon publication, vol. 1, no. 8)

Bibliography: p. 47-48.

781. **Freeman, Frank N.** The bearing of the results of mental tests on the mental development of the child. *Scientific monthly*, 12: 558-76, May 1921.

Discusses age progress in particular intellectual functions and in general or composite functions; relation of age progress to individual differences, correspondence between physical and mental development, etc.

782. ———. The scientific evidence on the handwriting movement. *Journal of educational psychology*, 12: 253-70, May 1921.

The method used in this test consisted of photographing the movement of the hand and arm by a kinesiographic camera.

783. **Gates, Arthur I.** The true-false test as a measure of achievement in college courses. *Journal of educational psychology*, 12: 276-87, May 1921.
Discusses the usefulness of intelligence and educational tests., etc.
784. **Haggerty, M. E.** Recent developments in measuring human capacities. *Journal of educational research*, 3: 241-53, April 1921.
Reviews the accomplishments of the year in mental measurements; the extension of intelligence examinations in public schools; the development of rating scales for teachers and pupils, etc. Address of the retiring president of the National association of directors of educational research, March 3, 1921.
785. **Harvey, N. A.** A mental survey of the training school. *American school-master*, 14: 176-84, May 1921.
A comparison of the Otis tests and the Army tests.
786. **Kelley, Truman L.** The reliability of test scores. *Journal of educational research*, 3: 370-79, May 1921.
An endeavor to show the need of a standardized procedure in measuring the reliability of the tests which are in use.
787. **Malherbe, E. G.** New measurements in private schools. *Survey*, 46: 272-73, May 28, 1921.
Describes a survey of the Foxwood school, Flushing, L. I., which has recently been reorganized. The pupils have been classified on scientific lines.
788. **Monroe, Walter S.** Report of division of educational tests for '19-20. Urbana, Illinois, The University of Illinois [1921] 64p. 8°. (Bureau of educational research. Bulletin no. 5 [University of Illinois bulletin, vol. xviii, no. 21])
789. **Peterson, Joseph.** Methods of interpreting results in the Cleveland arithmetic tests. *Journal of educational research*, 3: 280-92, April 1921.
790. **Pressey, S. L.** Scale of attainment no. 2; an examination for measurement in history, arithmetic, and English in the eighth grade. *Journal of educational research*, 3: 350-69, May 1921.
Presents an examination for measuring achievement in the "promotion" subjects, in the last year of the elementary school, and for comparing graduation standards.
791. **Town, Clara H.** Analytic study of a group of five and six-year-old children. Iowa City, The University [1921] 87p. incl. tables, diagrs. 8°. (University of Iowa studies in child welfare vol. I, no. 4. [University of Iowa studies, 1st ser., no. 48. May 1, 1921])
792. **West, Roscoe L.** An experiment with the Otis group intelligence scale in the Needham, Massachusetts, high school. *Journal of educational research*, 3: 261-68, April 1921.
Says there was a very definite tendency for the youngest pupils to make the best records; and that there was a fairly high correlation between the Otis test and the teachers' marks.
793. **Witham, Ernest C.** Rating the general appearance of primary number work. *Journal of educational research*, 3: 273-79, April 1921.

SPECIAL METHODS OF INSTRUCTION.

794. **Dyer, W. P.** Some standards for home-project work in agriculture. *School review*, 29: 451-59, June 1921.
Home-project work of pupils who have received agricultural instruction in Smith-Hughes departments of high schools, 1919-20.

795. Grinstead, W. J. The project method in beginning Latin. *Classical journal*, 16: 806-898, April 1921.
796. Landsittel, F. C. Giving effectiveness to observation work. *Educational administration and supervision*, 7: 284-90, May 1921.
Advocates the following order of activities: (1) Setting the problem, with development of principal leads to its solution; (2) individual study; (3) brief group meeting preparatory to observation; (4) observation; (5) final group study and individual written report.
797. Lasher, G. S. The project method: giving purpose to English composition. *Illinois association of teachers of English. Bulletin*, 13: 1-14, April 1, 1921.
Illustrates by concrete examples how projects arise and are worked out.
798. Lott, H. C. Teaching by the project method. *American schoolmaster*, 14: 185-191, May 1921.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

799. Gilliland, A. B. A photographic method for studying reading. *Visual education*, 11: 21-26, 55, February 1921.
The purpose of the article is to point out some problems of reading and describe how they have been solved.
800. Gray, W. S. The diagnostic study of an individual case in reading. *Elementary school journal*, 21: 577-94, April 1921.
An investigation of a fourth-grade boy who was unable to read effectively.
801. Hawley, William E. The effect of clear objectives on the teaching of reading. *Journal of educational research*, 3: 254-60, April 1921.
Study based on tests made in the fall of 1919 at the Francis Parker school. The Monroe, Curtis, and Gray tests were used.
802. Horn, Ernest. A constructive program in silent reading. *Journal of educational research*, 3: 336-44, May 1921.
Discusses constructive programs in speed, organization, and remembering.
803. Kirby, Thomas J. A study of silent reading in Western Pennsylvania . . . Pittsburgh, Pa., Press of Smith bros. co., inc. [1920] 37p. incl. tables, diagrs. 8". (University of Pittsburgh bulletin. Announcement series, vol. 16, no. 17)
At head of title: University extension, 1920-1921.
804. Lewis, W. D. and Rowland, A. L. Silent reading. *Southern school journal*, 32: 17-21, May 1921.
"Silent reading is an almost universal process of thought gathering by civilized man."

ENGLISH AND COMPOSITION.

805. Barnes, Harold. Teaching children to write verse. *Normal instructor and primary plans*, 30: 28, 71, May 1921.
An effort to write verse develops in the child a constructive, creative imagination.
806. Brown, Rollo Walter, ed. The writer's art; by those who have practiced it. Cambridge, Harvard university press, 1921. xv, 357p. 12".
Twenty-eight essays chosen from the writings of successful authors, on the technique of composition. Among these authors are William Hazlitt, Sidney Dobell, Frank Norris, Henry James, Joseph Conrad, Guy de Maupassant, and Sir Arthur Quiller-Couch.

807. Certain, C. C. By what standards are high school pupils promoted in English composition? *English journal*, 10: 305-15, June 1921.

Endeavors to show the extent to which experienced teachers of English may vary in their opinions as to a satisfactory "passing standard" in composition for each of the four grades of high school.

808. Hetel, Margaret H. Value of English in secondary schools. *Education*, 41: 678-80, June 1921.

809. Byffel, Grace H. Group projects in upper-grade composition. *English journal*, 10: 337-40, June 1921.

Describes the work of a "junior arts and crafts exposition" in the Wyman school, St. Louis, Mo.

810. Smith, Homer J. English in part-time classes. *English journal*, 10: 247-55, May 1921.

Discusses the aims of part-time classes; students, groups, and courses; and chances to serve, etc.

811. Williams, Stanley T. The parent of schoolboy novels. *English journal*, 10: 241-46, May 1921.

Says that Tom Brown's school days is not only the parent of all schoolboy novels, but the best of its kind. A copy is still given to every boy at Rugby.

LITERATURE.

812. Downey, June E. Have you any imagination?—Here's a test. *Independent*, 447-48, 468-69, April 30, 1921.

Describes a test for literary imagination, and the ability to write fiction.

813. Skinner, Margaret M. Five weeks' intensive study of the drama with high school seniors. *English journal*, 10: 268-73, May 1921.

Describes an experiment in the high school of the University of Wisconsin.

ANCIENT CLASSICS.

814. Brelet, Henri. Vers la véritable culture classique. *Revue internationale de l'enseignement*, 41: 99-116, March-April 1921.

On classical education in France with reference to the plan of studies of 1902.

815. Donnelly, Francis P. Keep the classics but teach them. *America*, 25: 179-81, June 11, 1921.

Says that if the art of self-expression is the best test of education, then Greek literature, the finest masterpiece of self-expression, should remain, and Greek literature should be taught, as for centuries it was taught, with interpretation and translation furnished to the student, leaving the time of training to be devoted not to special sciences proper to the university, but to the general training in appreciation and expression.

816. Stafford, Russell H. The humanities in modern education. *Classical journal*, 16: 477-87, May 1921.

A plea for the classics, history and ethics in the modern curriculum.

MODERN LANGUAGES.

817. Cline, E. C. A theory and a foreign language course. *Modern language journal*, 5: 435-43, May 1921.

Discusses the foreign language work in the junior high school of Richmond, Ind.

818. Morgan, B. Q. and Kerster, James. Bibliography of modern language methodology in America for 1919. *Modern language journal*, 5: 402-5, April 1921.

819. National teachers' seminary, Milwaukee, Wis. Monatshefte für deutsche sprache und pädagogik . . . Schriftleiter: Max Griebach. Jahrbuch, 1920. Milwaukee, Wis., National teachers' seminary [1921] 72p. 8°.
820. Ogden, R. M. The future of modern language in the high school. Modern language journal, 5: 353-64, April 1921.
 Contends that a continued decline in support and interest in modern languages may be expected if the standards of efficiency in teaching such studies are not kept at a high level.
821. Whitney, Marian P. Random notes of a modern language teacher in Europe. Modern language journal, 5: 420-34, May 1921.
 Notes on French, Italian, German, Czech, and Norwegian schools; and methods of teaching foreign languages.

MATHEMATICS.

822. Brooks, Florence M. A reorganized course in junior high school arithmetic. Mathematics teacher, 14: 179-68, April 1921.
 The course described was tried out in the seventh and eighth-grade classes of Fairmont junior high school, Cleveland, Ohio, with satisfactory result. The plan is to present, as one unit, the cumulative business ideas which come under the heading, "The application of percentage."
823. Brown, Ernest W. The history of mathematics. Scientific monthly, 12: 385-418, May 1921.
824. Elective courses in mathematics for secondary schools. Mathematics teacher, 14: 161-70, April 1921.
 A preliminary report by the National committee on mathematical requirements of the National council of teachers of mathematics.
825. Kinney, J. M. The function concept in first year high school mathematics. School science and mathematics, 21: 541-54, June 1921.
 Gives specific examples employed in developing the function concept.
826. Myers, G. W. Class exercise types in high school mathematics, with norms for judging them. School science and mathematics, 21: 535-40, June 1921.
 Discusses six of the standard types of class exercise. In a future paper the writer will treat the problem, the topic, the application, the test, the research, and the appreciation types of class exercise.
827. National committee on mathematical requirements. Terms and symbols in elementary mathematics. Mathematics teacher, 14: 107-8, March 1921.
 Preliminary report of the committee. "So far as reasonable," says the report, "the terms used should be *international*. This principle excludes the use of all individual efforts at coining new terms except under circumstances of great urgency."
828. Remarks on the report of the National committee on mathematical requirements on college entrance requirements. Mathematics teacher, 14: 137-42, March 1921.
 Criticisms by E. B. Hedrick, p. 137-39; H. D. Gaylord, p. 139-42.
829. Smith, David E. Certain mathematical ideals of the junior high school. Mathematics teacher, 14: 124-27, March 1921.

Linking up the mathematics of the junior high school with the problems of real life.

SCIENCE.

830. Hopping, Aletta. Organization of biology and related sciences in city high schools. *School science and mathematics*, 21: 463-72, May 1921.

Study based on questionnaire sent to academic high schools in some of the larger cities of the United States. Says there is a very marked tendency toward placing biology in the second or higher school years.

831. Paucot, René. Le rôle des sciences dans l'éducation. Paris, A. Colin. 1920. 255 p. 12°.

832. Watson, Charles H. A plan for teaching the "principle of work" according to the psychological order. *School science and mathematics*, 21: 423-86, May 1921.

Describes an experiment tried by the writer with a class in physics, at the University of Kansas training school.

NATURE STUDY.

833. Alburtis, Susan A. How school children study trees. *American forestry*, 27: 291-98, May 1921. illus.

Shows how the children of the sixth, seventh, and eighth grades of the Washington, D. C., schools studied trees, in their recent campaign for a National tree, inaugurated by the American forestry association.

GEOGRAPHY.

834. Branom, Mendel E. and Branom, Fred K. The teaching of geography: emphasizing the project, or active, method. Boston, New York [etc.] Ginn and company [1921] viii, 292p. 12°.

835. Miller, Émile. Pour qu'on aime la géographie . . . Montreal, G. Du-
charme, 1921. 242p., 8 l. 12°.

836. Whitbeck, B. H. Thirty years of geography in the United States. *Journal of geography* 20: 121-28, April 1921.

Presidential address given before the National council of geography teachers, Chicago, December 29, 1920.

HISTORY.

837. Dowell, E. S. Method of history instruction used in the Bucyrus high school. *Ohio history teachers journal*, March 1921, p. 237-45. Bulletin no. 21.

The method discussed is an attempt to improve the technique of history instruction.

838. Kelsey, R. W. History teaching in Germany. *Historical outlook*, 12: 153-57, May 1921.

Discusses the effects of the war on teachers and the teaching of history in Germany. Gives a syllabus of courses in modern history in German universities. Supplemented by a bibliography.

839. Knowlton, Daniel C. Syllabus for modern history in tenth grade. *Historical outlook*, 12: 165-84, May 1921.

Part 4 of the report of the Committee on history and education for citizenship. The work of Grades X and XI is to constitute a minimum requirement in history for all graduates of the four-year high school. Bibliography: p. 163-84.

840. Schmitt, B. E. Historical study in English universities. *Historical outlook*, 12: 109-13, April 1921.

For the benefit of teachers and students of history in America, this article gives some account of the opportunities afforded by the English universities.

841. Simpson, Mabel E. Supervised study of history. Journal of the New York state teachers' association, 8:81-86, April 1921.

How best to adjust educational content and procedure to the ability of the learner of history.

MUSIC.

842. Music teachers' national association. Papers and proceedings . . . Forty-second annual meeting, Chicago, December 29-31, 1920. Hartford, Conn., Pub. by the Association, 1921. 260p. 8°. (Robert G. McCutchan, secretary, DePauw university, Greencastle, Ind.)

Contains: 1. C. H. Farnsworth: How music educates, p. 23-33. 2. K. W. Gehrke: The music supervisor of the future, p. 34-43. 3. C. H. Miller: Music in the grade schools of the United States, p. 44-54. 4. Hollis Dann: Duties and responsibilities of the state towards music in the public schools, p. 65-67. 5. P. W. Dykema: Relation of school and community music, p. 73-83.

843. Earhart, Will. Essential factors in musical education. Chicago schools journal, 3: 231-36, April 1921.

Reprinted from the Music bulletin.

844. Manchester, Arthur L. Practical music and the college curriculum. Musical quarterly, 7: 252-60, April 1921.

A plea for practical music as a part of the college curriculum on account of its value as an educational factor.

845. Zeiner, E. A. J. Can music be made a live subject in a high school for boys? Bulletin of high points, 8: 5-7, May 1921.

The author shows how the study of music can be made popular with boys and how they can be encouraged to sing.

ART.

846. Hartrick, A. S. Drawing; from drawing as an educational force to drawing as an expression of the emotions. London, I. Pitman & sons, ltd., 1921. 102p. plates. 12°.

847. Mackaye, Percy. University fellowships in creative art. Forum, 65: 590-99, June 1921.

Discusses an experiment initiated by President R. M. Hughes in Miami university, Oxford, Ohio. The basic idea of the fellowship is the desire of the university to be instrumental in creating art and literature, not simply teaching them.

848. Quénioux, Gaston. L'art à l'école. Education, 12: 585-46, 577-87, April, May 1921.

849. Taylor, Stewart. Clay modelling for schools; a suggestive course for teachers of modelling and for students. London, I. Pitman & sons, ltd., 1921. 139p. front., illus. 12°. (Pitman's handwork series.)

ELOCUTION.

850. Brick, Adolph H. A graphic interpretation of the proposition for debate. Quarterly journal of speech education, 7: 149-57, April 1921.

851. Camp, Pauline B. Speech treatment in the schools of Grand Rapids, Mich.; a report of cases. Quarterly journal of speech education, 7: 120-38, April 1921.

852. Collins, G. Rowland. Problems in teaching debate. Quarterly journal of speech education, 7: 261-71, June 1921.

853. Flemming, Edwin G. An elementary college course in speaking. Quarterly journal of speech education, 7: 189-212, June 1921.

Outlines a course for a class limited to 18 students.

854. Merry, Glenn N. Research in speech education. Quarterly journal of speech education, 7: 97-108, April 1921.

Report of the research committee of the National association of teachers of speech, read at the Cleveland meeting, December 1920. The inquiry included speech correction, voice science, theory of expression, speech composition, history of oratory, dialects, reading and dramatic production, and methods.

855. Whitmire, Laura G. The class play. Quarterly journal of speech education, 7: 139-48, April 1921.

Discusses the subject of high school dramatics, with emphasis on the problem of the senior play; how to conduct rehearsals, stage management, etc.

DRAMATICS.

856. Bullowa, Alma M. Pantomime: its use in the high school. Quarterly journal of speech education, 7: 218-20, June 1921.

857. Platt, Agnes. Practical hints on training for the stage. London, S. Paul & co., 1920. 128p. 16°.

858. Bodigan, Mary V. Dramatics in the high school. English journal, 10: 816-26, June 1921.

Says that dramatics is "the laboratory of self-analysis and self-development"—that is to say, a high school course devoted to the special study of the theatre and of the drama. Gives suggestions for a two-year course in dramatics.

SAFETY.

859. Payne, E. G. Safety instruction. In St. Louis, Missouri. Board of education. Annual report, 1920. p. 90-108.

Instruction in accident prevention must be real education and should develop controls within the children themselves.

KINDERGARTEN AND PRIMARY SCHOOL.

860. Pavlovitch, Milivoie. Le langage enfantin; acquisition du serbe et du français par un enfant serbe. Paris, H. Champion, 1920. 203p. 8°.

861. Spirito, Ugo. L'errore fondamentale del metodo Montessori. Rivista pedagogica, 14: 37-47, January-February 1921.

862. Stockton, James L. Infant education. Education, 41: 617-23, June 1921.

Says that organized education, physical and mental, should begin with "the birth of the child; that in this early time the child should remain in the home under the care of its parents, but that parents should be assisted by the agents of society in the persons of visiting physical and pedagogical nurses." Work of the infant school in conjunction with the home.

RURAL EDUCATION.

863. Conference on rural education, State normal school, Worcester, Mass. Ninth annual conference, 1921. Education, 41: 549-609, May 1921.

Contains: 1. W. B. Aspinwall: Strengthening the rural community through the public school and allied agencies, p. 549-53. 2. A. W. Gilbert: Cooperative relations of the community and the rural school, p. 557-61. 3. Mrs. Irene W. Landers: Can we educate rural agencies to believe in and to practice cooperation with teachers? p. 562-70. 4. Payson Smith: Rural leadership—what shall it be in the future? p. 571-76. 5. Joseph Lee: Play and the ultimates, p. 577-87. 6. C. M. Gardner: Helping young people to help themselves—the Grange method and its results, p. 588-98. 7. C. A. Eastman: What can the out-of-doors do for our children, p. 599-605.

864. Frost, Norman. A comparative study of achievement in country and town-schools. New York, 1921. 70 [1] p. incl. tables. 8".
Thesis (Ph. D.)—Columbia university, 1921.

CONTENTS: Previous objective studies of achievement in country schools.—Purpose and scope of the present study.—Achievement measured by the Trabue language scales.—Achievement measured by the Courtis standard research tests in arithmetic series B.—Achievement measured by the Thorndike silent reading scale Alpha 2.—Summary and conclusions.

865. Gregg, Rachel E. Rural school standards. Virginia teacher, 11: 123-28, May 1921.

SECONDARY EDUCATION.

866. Davis, C. O. The North central association. School review, 29: 444-50, June 1921.

Discusses the work of the North central association of colleges and secondary schools in accrediting secondary schools.

867. Richardson, Myron W. Making a high school program. Yonkers-on-Hudson, New York, World book company, 1921. vii, 27 p. fold. charts. 12". (School efficiency monographs)

A clear exposition of the principles governing program making in high schools generally.

868. Simmonds, Frank W. Six-year high school in Lewiston (Idaho). Educational administration and supervision, 7: 291-97, May 1921.

869. Sumstine, D. B. The high school problem. Pennsylvania school journal, 69: 465-70, May 1921.

Given before the sixteenth annual convention of the High school department of the Pennsylvania state educational association.

TEACHER TRAINING.

870. Aspinwall, William B. The value of student-teaching in a teacher-training course, as judged by graduates of one, two, three, and four years' experience. Educational administration and supervision, 7: 267-78, May 1921.

Says that student teaching is one of the most valuable parts of the teacher-training course.

871. Charters, W. W. The improvement of college teaching. School and society, 13: 494-97, April 28, 1921.

Courses in college teaching offered by Carnegie institute of technology.

872. Colorado. State normal school, Greeley. Sections three, four, and five of the educational survey of Colorado state teachers college. III. Entrance and graduation requirements. IV. Teachers' qualifications, salaries, and total load, student load. V. Accounting and costs. Greeley, Col., The board of trustees, 1921. 60p. 8". (Colorado. State teachers college bulletin ser. XX, no. 9, December, 1920.)

873. Hertzog, Walter S. A budget system for normal schools. Educational administration and supervision, 7: 274-83, May 1921.

Emphasizes the value of a budget system, and gives standards for budget items.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

874. Boas, George. What do teachers know? *Atlantic monthly*, 127: 686-69. May 1921.

A rejoinder to Professor West's article on what students do not know, which appeared in the *March Atlantic*. Says the issue is the education, not of the student, but of the teacher. In order to have intelligent students, we must have intelligent teachers. It should be recognized, also, that intelligence does not come from the mere acquisition of facts,

875. Eaton, Emily. Co-operative living for teachers. *Normal instructor and primary plans*, 30: 17-18, 65, June 1921.

Describes plans tried by teachers that have been successful.

876. Morrison, Cora B. The Denver salary schedule. *Survey*, 46: 111-12, April 23, 1921.

Discusses the salary schedule for the teachers in the public schools of Denver, which became effective on December 1, 1920. The plan was developed in a democratic way and carried out by the Grade teachers' association, an organization of 925 elementary and junior high school teachers.

877. Pearson, Francis B. The teacher. New York, C. Scribner's sons, 1921. 142p. 16°. (Vocational series.)

878. Stayer, Samuel Bechtel. The status of teachers in junior high schools. *School review*, 29: 379-87, May 1921.

A study of certain facts concerning the organization, administration and teaching staff of junior high schools, on the basis of data which were obtained by questionnaires sent to cities of different sizes in every state of the country.

879. Wade, J. H. Opportunities of teaching. *School life*, 6: 1, 13-14, May 1, 1921.

Teaching is the most vital of all professions and its importance should be placed before every man finishing his college course.

880. Watson, B. M. Merit and other factors in teachers' salary schedules. *American school board journal*, 62: 83-85, 112, May 1921.

The aim of this study is to find out the practice of the larger cities and towns in the formation and administration of teachers' salary schedules and to make helpful generalizations concerning this problem.

HIGHER EDUCATION.

881. National association of state universities in the United States of America. Transactions and proceedings . . . Vol. 18, 1920. Annual meeting . . . Washington, D. C., November 12-13, 1920. 168p. 8°. (Frank L. McVey, secretary, Lexington, Ky.)

Contains: 1. G. C. Sellery: Address [Junior colleges], p. 40-44. 2. A. A. Murphree: Address [Poor scholarship in universities], p. 51-59. 3. Frank Aydelotte: Address [American Rhodes scholars], p. 78-86. 4. S. P. Capen: Address [National survey of state universities], p. 101-8. 5. David Kinley: Address [Need of increased revenues for state universities], p. 128-34.

882. Borden, Fanny, comp. A list of references on college and university government and administration, 1819-1920. Poughkeepsie, N. Y., Vassar college, 1921. 89p. 12°. (Vassar college bulletin, vol. X, no. 3, May 1921)

883. Brown, Elmer E. Too many college students. *North American review*, 213: 749-52, June 1921.

Concludes that we do not have too many college students at the present time, and that the point of saturation in this regard is still remote.

884. Brown, Rollo Walter. Educational unleveling. Harper's magazine, 142: 728-36, May 1921.

Writer is professor of rhetoric and composition in Carleton college, Minnesota. He says that present methods of college instruction, in being adapted to the less efficient students, are unjust to the students of ability. In order to fit itself for the training of leaders the colleges must give up present methods of advertising, quantitative standards, and pseudo-democracy and free itself from provinciality.

885. Chapman, J. C. The failure of the college. School and society, 18: 511-17, April 30, 1921.

Two mistakes of college administration are the failure of the college to recognize the existence of the heterogeneous student body and the failure of college leaders to create in the student body a proper respect for learning.

886. Chicago association of commerce. Special committee. Report and recommendations; special committee of the Chicago association of commerce on the conditions and affairs of the University of Illinois, Urbana-Champaign, Ill. [Chicago, 1921] 16p. 8°.

William P. Sidley, chairman.

887. Dunham, James H. A new orientation for the graduate school. Educational review, 61: 410-23, May 1921.

Discusses principally the training of the teacher as one of the vital functions of the graduate school. Also argues for centralization of graduate work within a single zone.

888. Foster, F. M. University government by constitution. School and society, 18: 572-77, May 14, 1921.

The author outlines a form of government for a university which he thinks to be reasonable and democratic.

889. George Washington university, Washington, D. C. Proceedings of the centennial celebration of George Washington university, February 18-26, 1921, and general university information. [Washington, D. C., The University, 1921] 94p. front. illus. 8°. (On cover: George Washington university bulletin, vol. xx, no. 1)

890. Hopkinson, Sir Alfred. Oxford fifty years ago. Contemporary review, 119: 509-18, April 1921.

An historical and social study of Oxford university in the seventies; old customs and undergraduate life.

891. Kolbe, P. R. The junior college and municipal universities. School and society, 18: 451-56, April 16, 1921.

Delivered before the first annual meeting of the American association of junior colleges, Chicago, February 16, 1921.

892. Koos, Leonard V. Where to establish junior colleges. School review, 29: 414-33, June 1921.

Says that the public junior colleges will eventually come to draw more largely than they have from outside the immediate community which they serve. With the acceptance of the junior-college idea and the provision of dormitories, the local character of the junior college will change.

893. Poteat, W. L. The re-organization of higher education. Baptist education bulletin, 2: 7-11, April 1921.

Annual presidential address before the Southern Baptist education association.

894. Street, G. S. Oxford; a thought or two. Nineteenth century, 89: 819-24, May 1921.

Effect on Oxford life of women students.

895. Technology's war record; an interpretation of the contribution made by the Massachusetts institute of technology, its staff, its former students and its undergraduates to the cause of the United States and the allied powers in the Great War, 1914-1919. Published by the War records committee of the Alumni association of the Massachusetts institute of technology. [Cambridge, Mass., The Murray printing company, 1920] 747p. front. (port.) illus. 4°.
896. Williams, Frankwood E. Mental hygiene and the college student. *Mental hygiene*, 5: 288-301, April 1921.
Effects of emotional life in the student. Says that the emotions as well as intellect and mental hygiene as well as physical health must be made a part of the educational program.
897. Woodbridge, Frederick J. E. After thirty-five years; a freshman of '85 to a freshman of to-day. *Atlantic monthly*, 127: 721-31, June 1921.
Discusses the radical and far-reaching differences between higher education at present and the college education of a generation ago. The task of college students is progressively to develop, by working with what we are and what we have, the steady devotion to American society.

SCHOOL ADMINISTRATION.

898. Pratt, O. C. Problem of school finance. *Intermountain educator*, 16: 344-50, April 1921.
899. Walter, Arthur. School finances of Monterey county, California, and the crisis in education. [Salinas, Cal., 1921] 30p. incl. diagrs. 8°.

SCHOOL MANAGEMENT.

900. Buckingham, B. B. An experiment in promotion. *Journal of educational research*, 3: 326-35, May 1921.
An experiment tried in the high schools of Springfield and Decatur, Illinois. Deals with a scheme of provisional promotion.
901. Davis, C. O. Duties of high-school principals. *School review*, 29: 337-50, May 1921.
His task is to formulate policies, suggest modes of procedure for executing them, lead his assistants into new realms of thought, and guide and co-ordinate individual and group efforts.
902. Minor, Ruby. A "case" study of supervision. *Educational administration and supervision*, 7: 214-54, May 1921.
Contains a description of the recitation; a report of the conference between supervisor and teacher in conversational form; and a summary of the chief points where skill was shown.
903. Paton, J. L. Punishment, corporal and otherwise. *Journal of education and School world* (London), 53: 357-59, June 1921.
904. Stockton, J. L. The overcrowded elementary-school course of study. *Elementary school journal*, 21: 678-87, May 1921.
Elimination and reorganization of subjects which diminishes their number and which takes account of "cumulative effect," correct spiral order and stages of mental growth, are the remedies for overcrowded course of study.
905. Swartz, John. The advertising page in school work. *Progressive teacher*, 27: 18-21, April 1921.
Supt. Swartz advocates the use of the advertising page to arouse interest and illustrate subjects taught in elementary and high schools.
906. Wagner, Charles A. Common sense in school supervision. *Milwaukee, Wis., The Bruce publishing company* [1921] 204 p. 12°.
This work proposes to produce two definite results: First, interest, sympathy, and enthusiasm for the right kind of supervision; second, clearness and adequacy of perception of the relations discussed.

SCHOOL BUILDINGS AND GROUNDS.

907. District of Columbia. Board of education. Special report on schoolhouse accommodations submitted to the Board of education of the District of Columbia by the superintendent of schools. [Washington, 1920] 71 p. 8°.

908. Donovan, John J. *and others*. School architecture; principles and practices. New York, The Macmillan company, 1921. xix, 724 p. illus. (incl. plans) f°

This treatise is the joint product of 20 collaborators—school administrators and specialists in the various fields of instruction as well as architects and engineers. The method followed is first of all to describe the organization of the school and its several departments, and then to show how this organization affects the school plan and architecture.

909. Jackson, Edward *and others*. Daylight in the schoolroom. School life, 6: 1-2, 11-12, May 1, 1921.

Report of subcommittee on lighting and conservation of vision in schools to the Joint committee on health problems in education of the National council of education and the Council on health and public instruction, American medical association.

910. Yale memorial quadrangle and Harkness tower. Architecture and building, 53: 35-38, May 1921. Also 7 pages of plates, and cover design.

Describes and illustrates the new memorial quadrangle at Yale university, New Haven, Conn.

SCHOOL HYGIENE AND SANITATION.

911. Curtis, Robert D. Standards and methods for health work among children of pre-school age. Modern medicine, 3: 244-47, April 1921.

SEX HYGIENE.

912. Curtis, Henry S. Education in matters of sex. Pedagogical seminary, 28: 40-51, March 1921.

Discusses sex education in the home, elementary and secondary schools, the college, normal school, and medical college. Recommends the employment of a competent specialist in sex instruction, either in connection with the city health department or with the schools, who would keep in touch with the moral conditions in the city and the schools, give instruction to the students of the high schools, and organize courses for parents in the evening.

913. Galloway, Thomas W. The responsibilities of religious leaders in sex education. Social hygiene, 7: 139-57, April 1921.

An address delivered before the department of theological seminaries. Religious education association, Pittsburgh convention, 1920. Discusses the subject of sex education, and the problems relating thereto that should be considered in seminary courses.

914. Wembridge, Harry A. A new emphasis in social hygiene education. Social hygiene, 7: 159-80, April 1921.

PHYSICAL TRAINING.

915. Barry, Thomas J. Measuring results of training in physical education in an elementary school. American physical education review, 26: 119-26, March 1921.

The experiment of the Thomas N. Hart all-boys' elementary school of Boston in attempting to measure the efficiency of its physical training.

916. Capper, Arthur. Universal physical education is essential. *Nation's health*, 3: 280-81, May 1921.
Discusses federal and state cooperation in promoting physical education; outlines the objects of the national bill for physical education, introduced in Congress by Representative Fess and Senator Capper.
917. Hetherington, C. W. Special objectives of physical education with relationships to public health. *American journal of public health*, 11: 520-28, June 1921.
Physical education has been shifted from the home to the school so recently that it needs interpretation.
918. Sundwall, John. Health education and activities in colleges and universities. *American physical education review*, 26: 164-71, April 1921.
Address given before the Council of public health and legislation, American medical association, Chicago, March 5, 1920.
The colleges and universities must accept their share of responsibility and do their part in the physical regeneration of America.
919. ——— Interrelationship between physical education and students' health service. *American physical education review*, 26: 172-79, April 1921.
Outlines the historical development of physical education and the students' health service movements, with their aims and activities.

PLAY AND RECREATION.

920. Camp, Walter. Training for sports. New York, C. Scribner's sons, 1921. 191p. front., plates. 12°. (School, college, and active service athletics)
921. Einert, Margaret. The rhythmic dance book. London, New York [etc.] Longmans, Green and co., 1921. 96p. front., plates. 12°.

SOCIAL ASPECTS OF EDUCATION.

922. Edman, Irwin. Human traits and their social significance. Boston, New York [etc.] Houghton Mifflin company [1920] xi, 467p. 12°.
This book is intended to serve as a text in social psychology, and to clarify the student's understanding to serve as a text in social government and industry by imparting a knowledge of the human factors which they involve. It gives a bird's-eye view of the processes of human nature, from man's simple inborn impulses and needs to the deliberate activities of religion, art, science, and morals.
923. McDougall, William. The group mind; a sketch of the principles of collective psychology with some attempt to apply them to the interpretation of national life and character. New York and London, G. P. Putnam's sons, 1920. xxii, 418p. 8°.
924. Myers, J. S. Student social life. *School and society*, 13: 541-47, May 7 1921.
An exposition and explanation of certain phases of educational life and suggestions for the improvement of conditions.
925. Steiner, Jesse F. Education for social work. *American journal of sociology*, 26: 744-68, May 1921.
Discusses the social-work laboratory; recent developments in the preparation for social work; and the social work clinic, the latter has to do with social adjustments. Its activities comprise social work with groups, and social work with communities.
926. Williams, J. T. Education in recent sociology. *Education*, 41: 630-49, June 1921.
Third paper of series. The data for this study are based on A. J. Todd's "Theories of social progress."

MORAL AND RELIGIOUS EDUCATION.

927. **American Baptist publication society.** Week-day religious educational division. Week-day religious education; a survey of the situation . . . [Philadelphia, 1921] 22p. 8°. ([Publication] no. 1)
928. **Behan, Warren P.** Correspondence courses for non-collegians. Religious education, 16: 147-57, June 1921.
Correspondence courses for the ministry.
929. **Cope, Henry F.** The professional organization of workers in religious education. Religious education, 16: 162-67, June 1921.
930. **Mackinnon, M. C.** The church cinema in operation; a Canadian church and its new ally—the inside story. Educational film magazine, 5: 12-13, June 1921.
To be concluded in July issue.
Describes the use of the cinema by the Hallville Presbyterian church, Mountain, Ontario, Canada.

MANUAL AND VOCATIONAL TRAINING.

931. **Allen, Frederick J.** A guide to the study of occupations; a selected critical bibliography of the common occupations with specific references for their study. Cambridge, Harvard university press; London, H. Milford, 1921. 183p. 8°.
932. **Anderson, Frank V.** The evolution of workers' education. Educational review, 61: 384-88, May 1921.
Says that the labor movement of to-day tends to place its faith in schools supported and administered by the trade unions.
933. **Brewer, John M.** Should the schools teach labor problems? Educational review, 61: 399-409, May 1921.
Makes a plea for a better understanding of the need for and the process of education in industrial problems in public schools.
934. **Gompers, Samuel.** The workers and education. Educational review, 61: 381-83, May 1921.
Says that the human side of production is only now being appreciated. Education must have this point in view in training workers as well as directors of work.
935. **Mitchell, Broadus.** Helping workers to think. Educational review, 61: 389-98, May 1921.
Discusses an experiment in Baltimore, Md., in conducting a labor college.
936. **Roehl, Louis M.** Rope work. Milwaukee, Wis., The Bruce publishing co. [1921] 47 p. illus. 8°.
For use in instructing farm boys in rope work in agricultural schools and elsewhere.
937. **Snodden, David, ed.** Vocational home-making education; illustrative projects. New York city, Teachers college, Columbia university, 1921. 149 p. 8°.
938. Vocational education in agriculture, trades and industries, commerce, and home economics. Vocational summary, 3: 170-73, March 1921.
The Vocational education act of 1917 and the Fess amendment.
939. **Withrow, James B.** The entrance of industry into education. Educational review, 61: 369-80, May 1921.
Discusses the educational activities of various large manufacturing concerns. Says that the advent of industry into education will furnish one relief to overcrowded colleges, especially technical schools.

VOCATIONAL GUIDANCE.

940. **Brewer, John M.** Guidance in the high school with special reference to college entrance. School review, 29: 434-43, June 1921.

Says that positive and affirmative work in the matter of selection can be done in the high school, provided the selection and classification are always understood as tentative and do not mean radical separation of children.

COMMERCIAL EDUCATION.

941. **Power, Ralph L.** Degrees in commerce and business administration. Education, 41: 632-35, June 1921.

Says that "the day of the *collegiate* business school is here, with its requirements for entrance and graduation as standard as the college of liberal arts."

PROFESSIONAL EDUCATION.

LAW.

942. **Leaming, Thomas.** The study of law in England. American law school review, 4: 627-32, May 1921.

MEDICINE.

943. **Gillett, Harriet M.** The future of teaching in schools of nursing without university relationship. American journal of nursing, 21: 546-51, May 1921.

944. **National league on nursing education.** Committee on education. Preliminary report on university schools of nursing. American journal of nursing, 21: 620-29, June 1921.

Discusses stages in the development of university education for nurses (types of courses already organized); the main arguments in favor of establishing schools of nursing in universities; what standards must be met to admit any professional school or department to university status, etc. To be continued.

945. **Smith, W. H.** Adequate medical service for a community. Journal of the American medical association, 76: 1055-62, April 16, 1921.

Discusses the problems of medical teaching, preventive medicine, diagnosis and treatment. Gives a résumé of the efforts at standardization of hospitals.

946. **Ward, Robert De C.** Instruction in climatology. Boston medical and surgical journal, 94: 477-79, May 12, 1921.

The relation of climate to the treatment of diseases.

ENGINEERING.

947. **Society for the promotion of engineering education.** Proceedings of the twenty-eighth annual meeting held at the University of Michigan, Ann Arbor, Mich., June 29-July 2, 1920. Vol. 28. Pittsburgh, Pa., Office of the secretary, 1920. 389p. 8°. (F. L. Bishop, secretary, Pittsburgh, Pa.)

Contains: 1. A. M. Greene: Requirements: Cooperation between preparatory schools, colleges and the industries as viewed from the standpoint of the educator, p. 28-40. 2. R. D. Chapin: Cooperation between education and industry from the viewpoint of the manufacturer, p. 41-51. 3. I. N. Hollis: Engineering societies and engineering education, p. 80-121. 4. F. N. Newell: Pay of engineering educators, p. 152-74. 5. H. B. Shaw: Cooperation between engineering schools and the utilities, p. 185-201. 6. E. F. Coddington: An experiment in the teaching of calculus, p. 206-18. 7. W. H. Timble: A cooperative course in electrical engineering conducted by Massachusetts institute of technology and general electric company, p. 250-68. 8. S. A. Harbarger: The qualifications of the teacher of English for engineering students, p. 298-306. 9. M. L. Burton: What must the colleges do? p. 370-83.

948. **Hammond, John Hays.** The engineer. New York, C. Scribner's sons, 1921. 194p. 16°. (Vocational series.)

949. **Nichols, Ernest F.** [Technical education.] Science, n. s. 53: 523-27, June 10, 1921.

Inaugural address as president of the Massachusetts institute of technology.

950. **Walters, Raymond.** Scholarship and eminence in engineering. Engineering education, 11: 361-76, April 1921.

A study of the scholastic training of a group of eminent engineers of the United States.

CIVIC EDUCATION.

951. **Hamilton, J. G. de B. and Knight, E. W.** Education for citizenship. Historical outlook, 12: 197-208, June 1921.

Conclusions based on close observation concerning principles and practices of army education.

952. **Bugg, Harold.** Needed changes in the committee procedure of reconstructing the social studies. Elementary school journal, 21: 688-702, May 1921.

A criticism of the work of the Joint committee on history and education for citizenship of the American historical association and the National education association.

AMERICANIZATION.

953. **Berkson, Isaac B.** Theories of Americanization; a critical study with special reference to the Jewish group. New York city, Teachers college, Columbia university, 1920. viii, 226p. diagr. 8°. (Teachers college, Columbia university. Contributions to education, no. 109.)

Thesis (Ph. D.)—Columbia university.

954. **Daniels, John.** America via the neighborhood. New York and London, Harper & brothers, 1920. 462 [1] p. plates. 12°. (Americanization studies. Allen T. Burns, director.)

955. **Davis, Michael M.** Immigrant health and the community. New York and London, Harper & brothers, 1921. 481 [1] p. front., illus. 12°. (Americanization studies. Allen T. Burns, director.)

956. **Massachusetts.** Department of education. Proceedings of the state conference on immigrant education in Massachusetts industries. Under the joint auspices of the Massachusetts State Department of education and the Associated Industries of Massachusetts, Plymouth, Mass., September 16, 17, 18, 1920. Boston, Mass., 1920. 124p. 8°. (Massachusetts. Bulletin of the Department of education. vol. V, no. 6, whole no. 32, November 1920)

957. **Newman, Minnie M.** The teaching of English and the foreign-born woman. New York city, The Womans press, 1920. 45p. 16°. (Foreign community series)

958. **Speck, Peter A.** A stake in the land. New York and London, Harper & brothers, 1921. xxx, 266p. plates. 12°. (Americanization studies. Allen T. Burns, director)

Introduction by Richard T. Ely, p. xv-xxvi. Part I of this book deals with settlement of immigrants on the land. Part II deals with rural educational agencies, private schools, immigrant churches, public schools, education of adult immigrant settlers, library and community work.

959. **Woellner, F. P.** The teaching of history as a factor in Americanization. School and society, 13: 585-91, May 21, 1921.
Delivered at Conference on Americanization and citizenship, Atlantic City, February 1921.

EDUCATION OF SERVICE MEN.

960. **Sylvester, C. W.** Vocational rehabilitation of disabled ex-service men. Visual education, 2: 13-21, 52, May 1921.
A detailed account of how the United States is paying her draft of honor to her disabled ex-service men by removing their handicap through vocational training.

EDUCATION OF WOMEN.

961. **Coolidge, Calvin.** Enemies of the republic. Are the "reds" stalking our college women? Delineator, 98: 4-5, 66-67, June 1921.
First of a series of three articles written by the vice-president of the United States "in the interest of our country's common weal."
962. **Dewar, Katharine C.** The girl. With a chapter on "Welfare work" by Gladys H. Dick. London, G. Bell and sons, ltd., 1920. 191 p. 12°. (Half-title: The social service library. IV.)
963. **Renauld, Charlotte.** Jeunes filles d'Amérique. Revue universitaire, 30: 287-99, April 1921.
Based on the experience of the writer as a French visiting teacher employed in the Hunter college of the city of New York. She analyzes the characteristics of the student body, comments on American methods of teaching, and pays a tribute to the features of confirmation of the will and development of the social sense in American education.
964. **Tolman, Mary H.** Positions of responsibility in department stores and other retail selling organizations; a study of opportunities for women. New York city, The Bureau of vocational information, 1921. 128 p. 8°. (Studies in occupations, no. 5)

NEGRO AND INDIAN EDUCATION.

965. **Ferguson, George O., jr.** The mental status of the American negro. Scientific monthly, 12: 533-43, May 1921.
Says that as yet comparatively little of a scientific nature has been done in investigating the mind of the negro. Concludes that the mental differences between whites and negroes, in general, shows that there should be a difference in the organization of the schools of the two races. "Psychological study of the negro indicates that he will never be the mental equal of the white race."
966. **Sells, Cato.** The Indian bureau and its schools. Indian leader, 24: 3-16, April 1921.
An illustrated account of the work done by the Indian bureau in educating the Indian.
967. **Williams, Talcot.** A "close-up" of negro education. Independent, 105: 538-39, May 21, 1921.
An appreciation of the work of Hampton institute, Va.

EXCEPTIONAL CHILDREN.

968. **Badanes, Julie E.** The first practical steps in selecting gifted children in a large city school. With an introduction by Saul Badanes. New York, N. Y., [Continental printing co.] 1921. 22 p. 4°.

969. Gesell, Arnold. Vocational probation for subnormal youth. *Mental hygiene*, 5: 321-28, April 1921.

Says that "the school can not exclude the moron on the one hand, and it can not graduate him on the other. The only solution is a modification of law and practice that will safeguard the subnormal when he leaves school." Discusses the work of the Connecticut commission on child welfare, and its efforts in behalf of exceptional school children.

970. Lurie, Louis A. Treatment of the subnormal and psychopathic child: a new avenue of approach. *Journal of the American medical association*, 76: 1886-89, May 21, 1921.

Discusses the necessity for careful physical examinations in measuring the mentality of children; the importance of environmental make-up, etc. Gives reports of cases.

971. Wallin, J. E. W. Psycho-educational clinic and special schools. *In* St. Louis, Missouri. Board of education. Annual report, 1920. p. 131-55.

Development of special types of classes for mentality, morally, and educationally handicapped children in the St. Louis schools.

EDUCATION EXTENSION.

972. McDonough, E. M. Organization and administration of a continuation school. *Industrial-arts magazine*, 10: 203-6, June 1921.

To be concluded in July.

973. Rader, L. W. Continuation schools. *In* St. Louis, Missouri. Board of education. Annual report, 1920. p. 103-31.

How the continuation school was organized and developed.

974. Talley, Truman H. The chautauquas—an American achievement. *World's work*, 42: 172-84, June 1921.

Describes the history and activities of the Chautauqua movement in the United States. Illustrated.

LIBRARIES AND READING.

975. Bostwick, Arthur E., comp. The library and society; reprints of papers and addresses. New York, The H. W. Wilson company, 1920. 474p. 12°. (Classics of American librarianship, ed. by Arthur E. Bostwick.)

976. Bridge, G. F. The decline of the book. *Journal of education and School world*, 53: 78-80, February 1921.

Says that in English education, the books which were once "venerable preceptors" and "instructive friends" are now regarded merely as "entertaining companions."

977. Cleveland. Board of education. The school use of Cleveland's public library. [Cleveland, Board of education, Division of publications, 1921] 8 p. illus. 12°. (Monograph no. 15)

One of a series of bulletins on what Cleveland's public schools are doing.

978. Curtis, N. C. The Ricker library; a familiar talk to students of architecture in the University of Illinois. [Urbana, The University of Illinois] 1920. 77 p. illus. 8°. (On cover: University of Illinois bulletin, vol. xvii, no. 29)

979. Fick, E. Die not der deutschen bibliotheken. *Zentralblatt für die gesamte unterrichts-verwaltung in Preussen*, 63: 176-81, April 20, 1921.

Depicts the need of the German libraries for recent books and periodicals published outside of Germany, and shows how various friends in America and Europe are assisting these libraries to fill the gaps in their collections caused by the war.

980. Horton, Marion. References on high school libraries. *Library journal*, 46: 451-54, May 15, 1921.
981. Milam, Carl H. How shall we reach the non-book reader? *Publishers' weekly*, 99: 1483-87, May 21, 1921.
An address delivered at the convention of the American booksellers' association, Atlantic City, N. J., May 10, 1921.
982. Parks, Carrie B. A high school library in action. *English journal*, 10: 274-80, May 1921.
Work at the Gilbert school at Winsted, Conn. Early in the freshman year the English classes begin a series of library lessons given to freshmen and sophomores by the librarian until the pupils have adequate training in methods of using the library.
983. Sierra educational news, vol. xvii, no. 6, June 1921. County library number. Pub. by California council of education, San Francisco.
Contains numerous contributions by specialists in county library work, including the following: 1. Carl H. Milam: The nation's need. 2. M. J. Ferguson: Burbanking the library plant. 3. J. E. Morgan: The National education association and county libraries. 4. Mabel R. Gillis: Legislation needed to establish county free libraries.
984. Smith, L. O. The high school library. *Public libraries*, 26: 349-50, June 1921.
985. Willis, James F. Bibliophily or booklove. Boston and New York, H. Mifflin co., 1921. 88 p. 16°.



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1921, No. 29

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

SEPTEMBER, 1921



WASHINGTON
GOVERNMENT PRINTING OFFICE
1921

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teacher training—Teachers' salaries and professional status—Higher education—School administration—School management—School buildings and grounds—School hygiene and sanitation—Sex hygiene—Physical training—Play and recreation—Social aspects of education—Child welfare—Religious and church education—Manual and vocational training—Vocational guidance—Home economics—Commercial education—Legal education—Medical education—Civic education—Americanization—Education of service men—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

During July and August the record was not published. The present number accordingly follows in immediate sequence that for May-June, 1921.

EDUCATIONAL HISTORY AND BIOGRAPHY.

986. **Burnham, William H.** Horace Mann. School and society, 14:109-15, September 3, 1921.
987. **Finegan, Thomas E.** Free schools; a documentary history of the free school movement in New York state. Albany, The University of the state of New York, 1921. 682 p. plates. 8°. (Vol. I of the fifteenth annual report of the State education department.)

Not a systematic history of the development of public education in New York state, but a collection of valuable source material on the subject which is here made accessible to readers and students.

988. **Finegan, Thomas E.** The township system. A documentary history of the endeavor to establish a township school system in the state of New York from the early periods through the repeal of the township law in 1918. Albany, The University of the state of New York, 1921. 1693 p. plates, tables. 8°. (Vol. I of the fourteenth annual report of the State education department.)
989. **Fitzgerald, Virginia.** A Southern college boy eighty years ago. South Atlantic quarterly, 20:236-46, July 1921.
Student life at Randolph-Macon college, Virginia, early in the last century.
990. **Indiana university.** Indiana university, 1820-1920. Centennial memorial volume. Bloomington, Ind., Indiana university, 1921. 345 p. 8°. (Indiana university bulletin. vol. xix, no. 2, February 1921)
Contains: 1. D. D. Banta: History of Indiana university, p. 9-113. 2. J. G. Schurman: The American university—today and tomorrow, p. 117-40. 3. A. S. Warthin: The university medical school and the state, p. 157-62. 4. E. P. Lyon: Graduate medical education—experience with the Minnesota plan, p. 163-77. 5. S. M. Ralston: The Thomas Jefferson theory of education, p. 179-91. 6. Evans Woollen: The state university and its service to business, p. 193-201. 7. E. A. Birge: The state university at the opening of the twentieth century, p. 203-22. 8. Paul Shorey: The functions of the state university, p. 223-41. 9. J. R. Angell: The obligation of the state toward scientific research, p. 243-56. 10. Roscoe Pound: The future of legal education, p. 257-72. 11. R. A. Millikan: A present need in American professional education, p. 273-79. 12. Sir R. A. Falconer: The spiritual idea of the university, p. 293-304.

991. **Slosson, Edwin E.** The American spirit in education; a chronicle of great teachers. New Haven, Yale university press [etc.] 1921. x, 309 p. plates. 8°. (The chronicles of America series, vol. 33)

CONTENTS.—1. School days in early New England.—2. Schools in New Netherland.—3. Schools of the middle and southern colonies.—4. The colonial college.—5. Franklin and practical education.—6. Jefferson and state education.—7. Washington and national education.—8. Schools of the young republic.—9. Horace Mann and the American school.—10. De Witt Clinton and the free school.—11. The westward movement.—12. The rise of the state university.—13. Catholic education in America.—14. The rise of technical education.—15. The Morrill act and what came of it.—16. Women knocking at the college door.—17. The new education.—18. The university of today.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

992. **Bonner, H. R.** Waste in education. American school board journal, 63:33-35, 124, July 1921.
Discusses irregular attendance, repetition of school work, and withdrawal from school.
993. **Capen, Samuel Paul.** The government and education. Educational review, 62:127-33, September 1921.

Dr. Capen here says that the creative interests of the nation—industrial production, scientific inquiry, social welfare, and education—should be clearly identified from the defensive and conservative interests, which are fundamentally different. The creative interests flourish when supplied with knowledge, intellectual guidance, leadership, and languish when subjected to control or coercion.

994. **Furst, Clyde.** The educational utility of the great foundations. Educational review, 62:98-106, September 1921.

The writer concludes that "the adequate resources, able guidance, and skilled workers of the foundations make possible a freedom and independence, a comprehensiveness and continuity, not otherwise attainable, and that these characteristics not only meet real public needs, but also encourage and aid other efforts for the public welfare."

995. **Georgia illiteracy commission.** Report . . . to the General assembly of the state of Georgia for the year ending December 31, 1920. [Atlanta, Ga., 1921] 17 p. illus. 8°.

With this is bound: Lessons in reading, writing, arithmetic, for special school work in Georgia; prepared by M. L. Brittain. Atlanta, Ga., 1920. 24 p.

996. **Miller, Paul G.** Education in Porto Rico: problems and progress. American review of reviews, 64:301-10, September 1921.
In this article, the commissioner of education of Porto Rico gives a comprehensive account of current educational conditions in the island.
997. **Rolfe, Alfred G.** What do boys know? Atlantic monthly, 128:59-61, July 1921.
Discusses the results of information tests given to boys in a large preparatory school.
998. **Tigert, John J.** Eradication of illiteracy. School life, 7:1-2, 12, September 1921.
An address delivered before the Illiteracy section of the National education association, Des Moines, July 1921.
999. **Vincent, George E.** The Rockefeller foundation. A review for 1920; the program for 1921. New York, 1921. 47p. illus. 8°.
1000. **Yanes, Francis J.** Education section of the Pan American union. Bulletin of the Pan American union, 53:281-84, September 1921.
The education section of the Pan American union promotes the exchange of students and professors between Latin-American countries and the United States and fosters other educational relations with these countries.

FOREIGN COUNTRIES.

1001. **Champenois, Julien J.** University reform in France. Educational review, 62:107-15, September 1921.
1002. **Fleming, Daniel Johnson.** Schools with a message in India. London, New York [etc.] Humphrey Milford, Oxford university press, 1921. 209p. plates. 12°.
A contribution to the first-hand information available on the problems of popular education in India. The author, Prof. Fleming, of the department of foreign service of Union theological seminary, New York, was American representative on the commission on village education in India, which was sent abroad by the combined missionary societies of Great Britain and North America during the year ending June, 1920.
1003. **Koritchoner, Ida.** Forces in German education. Survey, 46:596-97, August 16, 1921.
Constructive reforms in German education discussed. Pedagogical experiments analyzed.
1004. **Leclère, Léon.** L'enseignement supérieur en Belgique (1919-1921). Revue internationale de l'enseignement, 41:237-43, July-August 1921.
1005. **Ling, Ping.** The present educational conditions in China. Pedagogical seminary, 28:116-38, June 1921.
Writer says that modern education in China is still in its infancy, as the problem of providing educational facilities for a population of 400,000,000 is so immense and complicated.
1006. **Mackenzie, A. H.** State examinations in Scottish schools. Calcutta, Superintendent government printing, 1921. 3 p. 1., 45 p. 8°. (Bureau of education, India. Pamphlet no. 9.)
1007. **Montgomery, James A.** Jerusalem as an educational center. Menorah journal, 7:103-7, June 1921.
1008. **Orb, William.** A recent departure in education in Germany. School life, 6:1-2, May 15, 1921.
People's high schools have been established to develop the habit of independent thought—to teach how to think and to give the material for thought.
1009. **Roques, P.** La réforme scolaire en Allemagne. Revue universitaire, 30: 101-14, July 1921.
1010. **Roudière, Louise.** Quelques réflexions au sujet de l'enseignement du français. Revue pédagogique, 79:11-24, July 1921.
1011. **Sokolov, Boris.** The tragedy of child life under bolshevism. Current history, 14:664-67, July 1921.
Educational and social condition of children under the Bolshevist régime.

1012. **Špišek, Ferd.** L'enseignement tchéco-slovaque: son passé et son avenir.—I. Revue internationale de l'enseignement, 41:225-36, July-August 1921.
To be continued.
1013. **Stepanek, B.** The spirit of Jan Amos Comenius in the education of the Czechoslovak Republic. School and society, 13:651-54, June 11, 1921.
The identity of ideals of America and the Czechoslovak Republic in the sphere of education is a guarantee that the bonds of friendship which unite the two countries will be increasingly strengthened.
1014. **Zentralinstitut für erziehung und unterricht, Berlin.** Die deutsche schulreform; ein handbuch für die reichsschulkonferenz. Leipzig, Quelle & Meyer [1920] xii, 251, 68p. 8°.
Outlines the topics to be discussed at the German educational conference (reichsschulkonferenz) of 1920.
1015. ——— Die reichsschulkonferenz in ihren ergebnissen. Leipzig, Quelle & Meyer [1920] 226p. 8°.
Sketches concisely the main results of the German educational conference (reichsschulkonferenz) held June 11-19, 1920, to consider measures of reform for the German schools.

EDUCATIONAL THEORY AND PRACTICE.

1016. **Kilpatrick, William H.** The meaning of method. Journal of educational method, 1:14-19, September 1921.
1017. **Miller, Dickinson S.** The Antioch idea. Nation, 113:263, September 7, 1921.
An appreciation of the new plan of education inaugurated at Antioch college, Yellow Springs, Ohio, by President Arthur E. Morgan.
1018. **Sharp, Dallas Lore.** Education for authority. Atlantic monthly, 128:13-21, July 1921.
Writer says that "education for authority must both precede and continue with conventional education; equal place made for chores, great books, simple people, and the out-of-doors, with that which is made for texts, and recitations, and schoolroom drill."

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1019. **Baldwin, Bird T.** The physical growth of children from birth to maturity. Iowa City, The University, 1921. 411 p. illus., charts, tables. 8°. University of Iowa. Studies in child welfare, vol. 1, no. 1. June 1, 1921.)
Annotated bibliography: p. 320-402.
Presents data and results applicable to the formulation of standard norms in physical growth of children, with a view to establishing a basic science for allied investigations in mental, educational, social, and moral development and clinical studies in nutrition.
1020. **Freeland, George E.** A year's study of the daily learning of six children. Pedagogical seminary, 28:97-115, June 1921.
In the plan of study for this test typewriting was chosen; the touch system, with the keyboard entirely hidden from sight was adhered to.
1021. **Munson, Edward L.** The management of men; a handbook on the systematic development of morale and the control of human behavior. New York, H. Holt and company, 1921. xiii, 801 p. diagrs. 8°.
Gives the results of the experience of the chief of the Morale branch of the general staff of the United States army. While the book is written from the military standpoint, perhaps industrial morale will be the greatest field of usefulness of the principles brought out.
1022. **Packer, Paul C. and Moehlman, Arthur B.** A preliminary study of standards of growth in the Detroit public schools; with an introduction by Stuart A. Curtis. Detroit, Mich., Board of education, 1921. 46 p. diagrs., tables. 8°. (Detroit educational bulletin. Research bulletin, no. 5. June 1921.)
1023. **Tomkins, Ernest.** Stammering studies. Pedagogical seminary, 28:161-70, June 1921.
A discussion of J. M. Fletcher's "An experimental study of stuttering," published in the American journal of psychology, April, 1914, v. 25, which the writer says excels any contribution on the subject of stammering either in this country or abroad.

EDUCATIONAL TESTS AND MEASUREMENTS.

1024. **California. University. Department of education.** Measuring classroom products in Berkeley. Sections 1 and 2. Directed by Cyrus D. Mead. Berkeley, University of California press, 1921. 108 p. tables, diagrs. 8°. (University of California. Department of education. Bureau of research in education. Study no. 1, May 1, 1921)
Scientific studies of results in the Berkeley, Calif., schools in writing, spelling, reading, arithmetic, English composition, and geography.
1025. **Colvin, Stephen S.** The use of intelligence tests. Educational review, 62:134-48, September 1921.
Continues the account of Dr. Colvin's investigations with intelligence tests at Brown university, begun in the Educational review for May, 1920. Both articles show the results from the Colvin tests in comparison with the Thorndike and Army tests.
1026. **Cummins, Robert A.** Educational measuring sticks and their uses. American school board journal, 63:33-35, August 1921.
1027. **Estabrook, Arthur H.** The biological bearing of army mental tests. Social hygiene, 7:279-84, July 1921.
1028. **Haggerty, M. E.** Haggerty reading examination. Manual of directions for sigma 1 and sigma 3. Yonkers-on-Hudson, N. Y., World book company, 1921. 48 p. 12°.
1029. **Kelley, Truman L. and Terman, Lewis M.** Dr. Ruml's criticism of mental test methods. Journal of philosophy, 18:459-65, August 18, 1921.
An answer to a criticism by Dr. B. Ruml, in the Journal, vol. 17, p. 57-61. Dr. Ruml characterized the results of mental tests as "astonishingly meagre in theoretical value."
1030. **Madsen, I. N.** Educational research and statistics; interpreting achievement in school in terms of intelligence. School and society, 14:59-60, July 30, 1921.
Shows three important sources of error in interpreting the results of teaching in a given class in terms of educational tests alone.
1031. **Thomson, Godfrey H.** A rating scale for teaching ability in students. Journal of experimental pedagogy (London) 6:76-82, June 1921.
Discusses the value of the American army rating scale and its applicability to English collegiate conditions.
1032. **Yerkes, Robert M., ed.** Psychological examining in the United States army. Washington, Government printing office, 1921. vi, 890 p. plates, charts, tables. 4°. (Memoirs of the National academy of sciences, vol. XV.
This official report of the Division of psychology of the Office of the Surgeon general, U. S. army, gives a complete account of the history, methods, and results of psychological examining in the army.

SPECIAL METHODS OF INSTRUCTION.

VISUAL INSTRUCTION.

1033. **Eastman, Dolph.** The public school as the neighborhood movie theater. Educational film magazine, 5:8-9, 22, 24, June 1921.
As the screen gradually becomes the people's teacher, the public school and not the church should be the movie unit of the community.
1034. **Perkins, F. W.** The United States Agriculture Department movie work. Educational film magazine, 6:3, 5, August 1921.
Résumé of its many film activities. More than 130 subjects and 600 prints are in active circulation, which are being distributed to schools, colleges, churches, and other nontheatrical institutions.
1035. **Sawarkar, D. S.** Visual instruction in Baroda. Calcutta, Superintendent government printing, 1920. 2 p. 1., 3p. 8°. (Bureau of education, India. Pamphlet no. 10.)
1036. **Vaughan, William J.** Combined churches give community movie shows. Educational film magazine, 6:9, August 1921.
Methodist and Presbyterian members get together in a village of 1,300 (New Providence, N. J.) and organize a community service organization.

OTHER METHODS.

1037. Every child his own educator. "Teacher's world" interview with the originator of the Dalton laboratory plan. *Teacher's world* (London) 25:569, 571, July 6, 1921.

This article presents a portrait of Miss Helen Parkhurst; also an interview with her as originator of the Dalton plan.

1038. **Knappen, Theodore M.** Mastering the arts of life, as exemplified in a new school. *Atlantic monthly*, 128:87-96, July 1921.

Describes the work of the Moraine Park school at Dayton, Ohio.

1039. **Parkhurst, Helen.** The Dalton plan. *Times* (London) Educational supplement, 11:297-98, 315-16, 321-22, 333-34, 347, 357-58, July 2, 9, 16, 23, 30, August 6, 1921.

The Dalton-laboratory plan described in this series of six articles is a scheme of educational reorganization applicable to the school work of pupils from 8 to 17 years of age in the lower and secondary schools. The plan was first tried as an experiment in an ungraded school for crippled children; later it was tried successfully in secondary day schools. The name Dalton is that of the American city where the plan was first attempted as an experiment in a public secondary school.

SPECIAL SUBJECTS OF CURRICULUM.

SPELLING.

1040. **Weseen, Maurice H.** Can spelling be taught? *American education*, 24: 444-49, June 1921.

The conclusion of the article is that it would be presumptuous to claim that spelling can be taught, but it is certain it can be learned.

ENGLISH AND COMPOSITION.

1041. **Hopkins, Edwin M.** Should English teachers teach? *Education*, 42:12-18, September 1921.

Discusses the overloading of English teachers with work not properly belonging to their department.

1042. **Hosic, James F.** An experiment in cooperation. I—Launching the project. *Journal of educational method*, 1:20-23, September 1921.

First article of a series, describing an experiment in English teaching in selected public schools of Chicago.

1043. **Tomkinson, W. S.** The teaching of English; a new approach. Oxford, Clarendon press, 1921. 229p. 12°.

ANCIENT CLASSICS.

1044. **Coolidge, Calvin.** The classics for America. *School life*, 7:1, 15-16, September 1921.

An address delivered before the American classical league, at Philadelphia, July 7, 1921.

1045. **Houston, Percy Hazen.** The humanist and progress. *North American review*, 214:401-9, September 1921.

As a moralist and critic, the humanist strives to create a large body of clear-thinking men, who in turn may exert an even larger influence upon the current of events. That end he perceives can best be brought nearer through the medium of a rightly directed system of education, wherein the humanities may find again a central place.

1046. **Showerman, Grant.** Science and humanism. *School and society*, 14: 85-87, August 20, 1921.

MODERN LANGUAGES.

1047. **Palmer, Harold E.** The principles of language-study. Yonkers-on-Hudson, N. Y., World book company, 1921. 186 p. 12°.

Discusses the methods by which a foreign language may successfully be acquired, and tells for what ends our spontaneous and our studious capacities should be employed in this connection.

MATHEMATICS.

1048. **Kellogg, O. D.** A decade of American mathematics. *Science*, n. s. 53:541-48, June 17, 1921.

A sketch of the progress of mathematics in this country during the decade.

SCIENCE.

1049. **Lovelace, B. F.** Some present aspects of chemistry in the United States. *Science*, n. s. 54:139-46, August 19, 1921.

Emphasizes the demand for chemists for the industries, and the necessity of educating men for this work in the universities.

1050. **Wenrich, D. H.** The courses in general zoology: methods of teaching. *Science*, n. s. 54:120-23, August 12, 1921.

Various methods of teaching described. Emphasizes objective studies handled in the form of problems based upon the inductive method. Work in University of Pennsylvania cited.

GEOGRAPHY.

1051. **Selwood, E. H.** The first area in local geography. *Journal of experimental pedagogy* (London) 6:89-99, June 1921.

Methods of teaching geography in schools of Birmingham, England.

1052. **Visher, Stephen S.** Aids to teaching climate. *Geographical teacher* (London) 11:45-51, Summer, 1921.

HISTORY.

1053. **Prescott, Della B.** A day in a colonial home, ed. by John Cotton Dana. Boston, Marshall Jones company, 1921. xiv, 70p. plates, illus. 12°.

A story of colonial life as illustrated by a colonial kitchen established in the Newark, N. J., Museum for the instruction of school children and others. Directions are given for building a similar kitchen in school, library, or museum.

1054. **Wells, H. G.** History for everybody: a postscript to "The Outline of history." Yale review, 10:673-704, July 1921.

Also in *Fortnightly review*, 108:887-910, June 1921.

Mr. Wells here vigorously defends his Outline against criticisms coming from various quarters. Regarding the study of general history as a necessary part of any properly conceived education, he urges its introduction into the schools and the preparation of a textbook in the subject adapted to school use.

Ginn and company, of Boston, Mass., have just undertaken to meet this need by publishing a new text, "A General history of Europe," by J. H. Robinson and J. H. Breasted, which aims to present an ordered, general account of man's career on earth in one volume without sacrificing historical unity.

MUSIC.

1055. **Beattie, J. W.** The music supervisor and the public. *School music*, 22:17, 20-25, May 1921.

It is by convincing himself of the value of music and then demonstrating to the public his beliefs that the music supervisor will be accorded the prominence due him.

1056. **Jaques-Dalcroze, Emile.** Rhythm, music and education; tr. from the French by Harold F. Rubinstein. New York and London, G. P. Putnam's sons, 1921. xvii, 334p. musical sup., 16p. front. (port.) plates. 8°.

Contains a series of papers written by Jaques-Dalcroze at various periods from 1898 to 1919, illustrating the development of his views on eurhythmics, with author's preface for this edition.

1057. **Wilson-Dorrett, Olive B.** Language of music interpreted from the child's viewpoint. Yonkers-on-Hudson, N. Y., World book company, 1921. xxi, 296p. music. 12°. (Play school series, ed. by C. W. Hetherington.)

Shows how to teach the written musical language to children by means of colors and by the use of the play impulse in games, etc.

KINDERGARTEN AND PRIMARY SCHOOL.

1058. **Cooper, Nellie.** How to teach the primary grades. Chicago, A. Flanagan company, 1920. 304p. 12°.
1059. **Gesell, Arnold.** Kindergarten control of school entrance. Kindergarten primary magazine, 33:295-98, June 1921.
Given before the International kindergarten union at Detroit, Mich., May, 1921.
1060. **Rasmussen, Vilhelm.** Child psychology. London, Copenhagen [etc.] Gyldendal [1920] 3v. 12°.
CONTENTS.—I. Development in the first four years.—II. The kindergarten child; its conception of life and its mental powers.—III. The kindergarten child: thought, imagination and feeling; will and morale.
"Literature": v. 1, p. 165-66; v. 2, p. 137-39.
Translated from the Danish by David Pritchard.
1061. **Sies, A. C.** The significance of movement, interest, and discipline in childhood, education. Kindergarten and first grade, 6:221-25, June 1921.
Study of the motor acts of children.

RURAL EDUCATION.

1062. **Bacon, George W.** The country school—then and now. Survey, 46:585-90, August 16, 1921.
Discusses the financing of the public schools; renaissance of the country school; teachers' salaries, etc. A retrospect of conditions, and a study of conditions to-day in rural schools.
1063. **Fogarty, W. S.** The effectual "stirring up" of a county to consolidate its rural schools. American city, 25:201-4, September 1921.
By the superintendent of Preble county schools, Eaton, Ohio, telling how consolidation has improved the rural schools in his county.
1064. **Reavis, George H.** Factors controlling attendance in rural schools. New York City, Teachers College, Columbia university, 1920. 69 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 108)
1065. **Sargent, C. G.** Consolidated schools of the mountains, valleys and plains of Colorado. Fort Collins, Colo., Colorado agricultural college, 1921. 60p. illus. 8°. (Colorado agricultural college bulletin. series *xxi*, no. 5, June 1921)

SECONDARY EDUCATION.

1066. **Cleveland. Board of education.** Give yourself a fair start. Go to high school—what it is; why it pays. Cleveland, Ohio, Board of education, 1921. 48p. illus. 8°.
1067. **Rorem, S. O.** Have we done it? Junior high clearing house (Sioux City, Iowa) 1:3-13, March-April 1921.
A review of what has been learned about junior high schools.
1068. **Stout, John Elbert.** The development of high-school curricula in the north central states from 1860 to 1918. Chicago, Ill., The University of Chicago [1921] xi, 322p. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, vol. iii, no. 3, whole no. 15)
Bibliography: p. 292-316.

TEACHER TRAINING.

1069. **Bane, Charles L.** The Wesleyan plan of observation and student-teaching. Training school quarterly, 8:338-41, July-September 1921.
Describes the method of conducting directed observation and supervised student-teaching in the demonstration school of Ohio Wesleyan university, Delaware, Ohio.

1070. **Cameron, B. G.** An experiment in practice teaching in rural schools. Schooling (Teachers' college, Sydney, N. S. W.) 4:109-17, May 1921.
1071. **Lemon, A. C.** Training teachers for leadership—The responsibility of the higher institutions of learning. Inter-mountain educator, 16:440-44, June 1921.
America's great need is for leadership in things worth while.
1072. **Lietzmann, W.** Fachwissenschaftliche didaktik an der universität. Monatschrift für höhere schulen, 20:155-61, May-June 1921.
1073. **Roberts, Mary M.** Student life at Teachers college. American journal of nursing, 21:782-86, August 1921.
Student life and activities at Teachers college, Columbia university, New York City.
1074. **Wright, Frank L.** The training school. Greeley, Col., State teachers college, 1921. 80p. 12°. (Colorado state teachers college bulletin, ser. xxi, June, 1921, no. 3)
Section six of the Educational survey of Colorado State teachers college.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

1075. **Beals, E. E.** Men teachers leaving profession for reasons other than financial; some rarely discussed factors which are forcing men out of the teaching profession. American school board journal, 63:39-40, August 1921.
Names considerations of tenure, promotion, and prestige and influence of position as factors which deter men from entering the teaching profession.
1076. **Knight, Frederic B. and Franzen, Raymond H.** Personnel management of the teaching staff. American school board journal, 63:36-37, July; 43-45, August 1921.
1077. **Luckey, G. W. A.** The sabbatical year or leave of absence of teachers in service for study and travel. School and society, 14:115-20, September 3, 1921.
1078. **National education association. Committee on tenure.** Teachers' tenure. School and society, 14:129-36, September 3, 1921.
Report of the Committee on tenure presented at the meeting of the National education association, Des Moines, Ia., July, 1921, by Miss Charl O. Williams, chairman.
1079. **Ortman, E. J.** Teacher councils. Chicago schools journal, 3:261-66, May 1921.
What the organization is and what it attempts to do.
1080. **Teaching versus business.** By a college professor. North American review, 214:21-33, July 1921.
Discusses the advantages of the teaching profession.

HIGHER EDUCATION.

1081. **Association of land-grant colleges.** Proceedings of the 34th annual convention, held at Springfield, Mass., October 19-22, 1920. Burlington, Vt., Free press printing company, 1921. 300p. 8°. (J. L. Hills, secretary, University of Vermont, Burlington, Vt.)
Contains: 1. Samuel Avery: Our present college problems, p. 21-28. 2. W. W. Charters: Improvement of college training, p. 28-30. 3. E. T. Meredith: Cooperative relations in agricultural development, p. 32-39. 4. A. C. True: Committee report on improvement of college teaching in vocational subjects, p. 67-79. 5. R. L. Watts: What can be done to improve the teaching methods of the present staff? p. 79-84. 6. E. W. Allen: Effects of the war on research in agriculture, p. 91-96. 7. L. S. Hawkins: Training teachers of vocational agriculture through the land-grant colleges, p. 159-62. 8. A. R. Mann: The opportunity of the land-grant college in the preparation of teachers of vocational and secondary agriculture, p. 162-66. 9. J. M. D. Bell: Cooperation with industries by the Massachusetts institute of technology, p. 167-72. 10. D. S. Kimball: Industrial problems and engineering education, p. 197-202. 11. A. A. Potter: Administration of engineering divisions at land-grant institutions, p. 212-15. 12. Anna E. Richardson: Home-making teachers—training courses, p. 268-74.

1082. **Andrews, M. B.** How to work your way through college. Greensboro, North Carolina, [J. J. Stone & co.] 1921. 63p. 8°.
1083. **Angell, James Bowland.** The inaugural address of the president of Yale university, June 22, 1921. Yale alumni weekly, 30:1087-89, July 8, 1921.
Also in part in *School and society*, 14:1-5, July 2, 1921.
1084. **Chamberlin, Thomas C.** Letter from Professor Chamberlin on faculty participation in university government. *School and society*, 13:691-94, June 18, 1921.
1085. **Conference on methods of college standardization.** Addresses at a conference called jointly by the National conference committee on standards of colleges and secondary schools and the American council on education, held at Washington, D. C., May 6, 1921. *Educational record*, 2:81-122, July 1921.
Contains: 1. Clyde Furst: Standards in education, p. 85-91. 2. K. C. Babcock: The present standards of voluntary associations, p. 92-99. 3. G. F. Zook: Present standards of state departments of education and state universities, p. 100-3. 4. E. A. Pace: Present standards of the Catholic educational association, p. 104-6. 5. R. L. Kelly: Present standards of Protestant church boards of education, p. 107-13. 6. J. H. Kirkland: Objectives of standardization of higher institutions, p. 116-22.
1086. **Cunliffe, John W.** A union of universities. *Forum*, 66:42-47, July 1921.
Discusses the aims and activities of the American university union in Europe and the American council on education.
1087. **Hart, Walter M.** The spirit of scholarship. *University of California chronicle*, 23:237-50, July 1921.
Says that our universities are the great creators and custodians of the spirit of scholarship. Work of the University of California.
1088. **Institute of international education.** Educational facilities in the United States for South African students. Prepared by the Federation of South African students in America. Issued by the Institute. New York, 1921. 23p. double map. 8°. (*Its Bulletin* no. 4. Second series)
1089. ———. Guide book for foreign students in the United States. New York, July 1, 1921. 97p. fold. charts. 8°. (*Its Bulletin* no. 5. Second series)
A concise presentation of the information required by foreign students on the general organization of education in the United States, on undergraduate and graduate work in colleges and universities, on professional education, women's colleges, college life and living conditions, etc. The pamphlet also contains a sketch of the principal foreign student organizations, and a tabular summary of foreign students in the United States.
1090. **Kellogg, Vernon.** The university and research. *Science*, n. s. 54:19-23, July 8, 1921.
Says that research work and teaching are inseparable from, and indispensable to, each other in a real university.
1091. **Massachusetts agricultural college.** Massachusetts agricultural college in the war. Amherst, Mass., Massachusetts agricultural college, 1921. 203p. front., plates. 8°.
1092. **Merrill, W. A.** The government of universities. *University of California chronicle*, 23:343-54, July 1921.
Shows the evolution of college and university government in the United States.
1093. **Miller, Dickinson S.** The great college illusion. *New republic*, 27:101-5, June 22, 1921.
Says that the great college illusion is "the faith that the accumulation of buildings, 'courses,' degrees, and students characteristic of the last 50 years is a progress in education." Criticizes college methods and systems.

- 1094. Murchison, Carl.** College men behind prison walls. *School and society*, 13:633-40, June 4, 1921.

Two per cent of the desperate criminals in three large states are college-trained individuals.

- 1095. Payne, A. F.** Merits and defects of present practices of cooperation between universities and industry. *School and society*, 13:607-13, May 28, 1921

The close cooperation which exists between the university and agriculture and the other fields of human endeavor is lacking in the relations between universities and industry. A scheme of cooperation is formulated.

- 1096. Powell, B. E.** The alarming bigness of our universities. *School and society*, 13:654-57, June 11, 1921.

The writer calls attention to the difficulties which beset universities and colleges and the evils which have grown up along with them.

- 1097. Biggs, Edward G.** Radicalism in our colleges. *Forum*, 66:197-209, September 1921.

To offset the teachings of the propagandists of radicalism in our colleges, the writer suggests that we should have from the outside world public speakers and writers to contradict by counter-proof the type of speaker now infesting some of the institutions of higher education.

- 1098. Thompson, W. O.** The college graduate in modern life. *Indiana alumni quarterly*, 8:269-85, July 1921.

Commencement address at Indiana university, June, 1921.

Discusses education in general; the college as a center of loyalty to the nation; influence of college graduates in the world of affairs.

- 1099. Tufts, James H.** Dr. Angell, the new president of Yale. *World's work*, 42:387-400, August 1921.

An appreciation of the life and labors of Dr. Angell. Illustrated.

SCHOOL ADMINISTRATION.

- 1100. Iowa.** Department of public instruction. Summary of standards and equipment for approved graded and high schools. Better American schools for American children. Rev. by F. A. Welch. Des Moines, State of Iowa, 1921. 61p. 8°.

- 1101. Jones, R. W.** School revenues: sources, distribution, limitations. *American school board journal*, 63:38-41, 123, July 1921.

- 1102. Miller, William T.** The danger in novelties. *American school board journal*, 62:32, 119, June 1921.

Writer advises that novelties be introduced gradually in schools selected to give as many different types of experience as possible.

- 1103. Pratt, O. C.** The problem of school finance. *Elementary school journal*, 21:744-54, June 1921.

- 1104. Scholz, Paul H.** The school budget. *American school board journal*, 63:49-50, 121, August; 38-39, September 1921.

SCHOOL MANAGEMENT.

- 1105. McClure, Worth.** Professionalizing the principalship. *Elementary school journal*, 21:735-43, June 1921.

Paper presents evidence that the present tendency is toward professional ideals and standards.

SCHOOL BUILDINGS AND GROUNDS.

- 1106. Burgess, W. R.** Building costs in 1921. *American school board journal*, 62:37-38, June 1921.

It is the belief of the writer that the general level of building costs has not yet reached its lowest point.

1107. **California. University. Department of education.** A school building survey and schoolhousing program for Napa, California. Directed by Frank W. Hart. [Berkeley, University of California press, 1921] 64p. tables, charts, map. 8°. (University of California. Department of education. Bureau of research in education. Study no. 2, April 1, 1921)
Presents the facts as to the condition of the Napa school plant at the present time, the immediate need for additional school accommodations, a plan for meeting these needs, a program for future needs, a study of the cost involved, and the community's ability to meet it.
1108. **Morrow, Irving F.** The new high school at Salinas. Architect and engineer (San Francisco) 66:47-58, July 1921.
A description of the new school building at Salinas, Calif., accompanied by plates and plans.

SCHOOL HYGIENE AND SANITATION.

1109. **Blanton, Smiley.** The medical significance of the disorders of speech. *Journal of the American medical association*, 77:373-77, July 30, 1921.
Among other things emphasizes stuttering and its cure; stuttering among soldier group and school children.
1110. **Dana, Harold W.** Myocardial lesions in school children. *Boston medical and surgical journal*, 185:228-31, August 25, 1921.
Study based on an examination of public school children in Massachusetts. Says that proof of myocardial insufficiency is often to be found in supposed healthy children.
1111. **Dickson, Frank D.** The effect of posture on the health of the child. *Journal of the American medical association*, 77:760-63, September 3, 1921.
1112. **Gebhart, John C.** Defective nutrition and physical retardation. *Pedagogical seminary*, 28:147-55, June 1921.
Describes the work of the New York association for improving the condition of the poor, whose committee on the welfare of school children made an intensive study of defective nutrition in 1907. Work of Child health association and other agencies.
1113. **Halsey, Robert H.** Heart disease in children of school age. *Journal of the American medical association*, 77:672-74, August 27, 1921.
Presents results noted in classes of cardiac pupils segregated at a public school in New York City.
1114. **Harris, Louis I.** Minimum health standards in schools. *Nation's health*, 3:477-79, August 1921.
"Specific public health problems," says the writer, "are bound up with school hygiene because of the large proportion of the ill health of the community which is found among children of school age." Presents an outline of minimum sanitary standards for the protection of school children and teachers.
1115. **Hays, Harold M.** Needed measures for the prevention of deafness during early life. *Journal of the American medical association*, 77:263-67, July 23, 1921.
Advocates more careful treatment and testing of children's ears. Emphasizes the education of parents, teachers, and physicians as to the factors which cause deafness.
1116. **Horwitz, Alexander E.** Educational needs of the crippled child. *Nation's health*, 3:472-74, August 1921.
Describes the work of the Massachusetts hospital school, the Minnesota state hospital, Nebraska orthopedic hospital, and New York state hospital in giving scholastic and shop instruction to crippled children.
1117. **Howe, William A.** School medical inspection in New York state. [Albany, 1921] cover-title, p. 181-191. 8°.
Read before the Medical society of the county of Albany, 1921.
Reprinted from Albany medical annals, June 1921.
1118. **Turner, C. E.** Health teaching and the school health program. *American journal of public health*, 11:717-20, August 1921.

SEX HYGIENE.

1119. **Kefauver, Christine B.** Sex education of the child: how the nurse may help. *American journal of nursing*, 21: 779-82, August 1921.

PHYSICAL TRAINING.

1120. **Holmes, P. K.** Sanity as related to athletics. *Educational review*, 62: 55-63, June 1921.
Discusses the danger of overtraining, the fostering of various forms of professionalism, etc. Deprecates the dominance of alumni and student control of athletics.

PLAY AND RECREATION.

1121. **Batchelor, W. C.** The educational significance of recreative activity. *American physical education review*, 26: 222-28, May 1921.
Given before the New century club, February 8, 1921.
Recreative activity is not only a "vital factor in any educational system but the very foundation and essence of education itself."

SOCIAL ASPECTS OF EDUCATION.

1122. **Carothers, W. H.** The money value of education. *Teaching*, 5: 16-21, April 1921.
Education has practical, financial value.
1123. **Jarrett, Mary C.** The educational value of psychiatric social work. *Mental hygiene*, 5: 509-18, July 1921.
Says that the two great opportunities for preventive social work are in the school and in industry. Discusses social service through visiting teachers, who are trained in psychiatric work.

CHILD WELFARE.

1124. **Clopper, Edward N.** Child welfare in Tennessee; an inquiry by the National child labor committee for the Tennessee child welfare commission. [Nashville, Printing department, Tennessee industrial school, 1920] 616 p. 8°.
CONTENTS.—Introduction, E. N. Clopper.—The child and the state, W. H. Swift.—Health, H. H. Mitchell.—Schools, Gertrude H. Folks.—Recreation, R. G. Fuller.—Rural life, C. E. Gibbons.—Child labor, Mrs. Mary H. Mitchell.—Juvenile courts, Mabel B. Ellis.—Mothers' pensions, Mabel B. Ellis.—Institutions, Sara A. Brown.—Home finding, Sara A. Brown.

RELIGIOUS AND CHURCH EDUCATION.

1125. **Cope, Henry Frederick.** The parent and the child; case studies in the problems of parenthood. New York, G. H. Doran company [1921] 184p. 12°.
Aims to be a practical handbook for parents in moral and religious training in the family by applying the "case method" to this subject.
1126. **Dunney, Joseph A.** The parish school; its aims, procedure, and problems. New York, The Macmillan company, 1921. xix, 326p. fold. charts. 12°.
A general survey of the Roman Catholic parochial school—its aims, principles, organization, procedure, and problems.
1127. **Kandel, I. L.** The vitalizing of Jewish education. *Menorah journal*, 7: 84-91, June 1921.
Advocates for the Jewish school a curriculum which makes the living present its starting point and links it with the remote past.
1128. **Kelly, Robert L.** Biblical history and literature as a college entrance requirement. *Religious education*, 16: 199-207, August 1921.
Gives a list of institutions accepting Bible history and literature as entrance credit.

1129. **Kepley, Charles Everett.** The rural Sunday school. Columbia, S. C., University of South Carolina, 1921. 51 p. 8°. (Bulletin of the University of South Carolina. no. 99, June 1921)
 Gives the general principles for the organization and operation of rural Sunday schools.
1130. **Kirsch, Felix M.** The future of the small college. Catholic educational review, 19:431-45, September 1921.
 Paper read at the 18th annual meeting of the Catholic educational association, held at Cincinnati, Ohio, July, 1921.
1131. **McClure, Haven.** The contents of the New Testament; an introductory course. New York, The Macmillan company, 1921. 219p. 12°.
 This book is the outcome of a number of years' classroom experience in teaching the New Testament as an elective English course in a public high school of over 500 students. It analyzes the contents of each New Testament writing by applying present-day methods of literary and historical research in a manner intelligible to the younger mind and to the general reader.
1132. **Richards, George Warren.** The function of the Christian college. Educational review, 62:116-26, September 1921.
 Holds that a Christian college is true to its name when it deliberately aims to give its students the Christian ideal of life and to inspire in them the resolute purpose to practice it in all individual and social relations.
1133. **Ryan, James H., comp.** Directory of Catholic colleges and schools. Washington, D. C., National Catholic welfare council, Bureau of education, 1921. 980, xxx p. 8°.
 A list of Catholic educational institutions in the United States, with names of officers and statistics.

MANUAL AND VOCATIONAL TRAINING.

1134. **Aurner, Clarence Ray.** Mechanics' institutions. Iowa journal of history and politics, 19:389-413, July 1921.
 Recalls the efforts made a century ago to graft scientific and cultural studies upon mechanical training, by establishing mechanics' institutions.
1135. **California.** State board of education. Documents relating to vocational education. Sacramento, California state printing office, 1921. 84p. 8°. (*Its Bulletin* no. 23-A. Fiscal year 1921-22)
 CONTENTS.—I. General information relating to the administration of vocational education in California.—II. General regulations of the State board of education for the establishment and maintenance of federal and state aided vocational education in the public intermediate and secondary schools of California.—III. Requirements for teachers of vocational subjects under the provisions of the federal and state vocational education acts.—IV. Plan for the supervision of vocational courses in agriculture.—V. Plan for the training of vocational teachers.
1136. **Canada.** Department of labour. Proceedings of the first national conference on technical education (Canada, Ottawa, October 25-26 1920. Issued by the director of technical education, Department of labour, Canada. Ottawa, T. Mulvey, printer to the King's Most Excellent Majesty. 1921. 76p. 8°. (Bulletin no. 1. Vocational education series)
1137. **Douglas, Paul H.** American apprenticeship and industrial education. New York, Columbia university; London, P. S. King & Son, Ltd., 1921. 348p. 8°. (Studies in history, economics and public law. vol. xcv, no. 2. Whole no. 216.)
1138. **MacDonald, D. J.** Part-time classes in industrial education. Educational review, 62:1-9, June 1921.
 Discusses the standard method of securing suitable subject matter for the classes. Writer says that certain definite questions must be faced, viz: (1) What is meant by suitable subject matter? (2) What are the objectives aimed at in part-time classes? and (3) What are the chief factors that must be reckoned with, in trying to attain the stated objectives?
1139. **Winalow, L. L.** A constructive plan for the organization and administration of junior high school courses in industrial arts for boys. Industrial-arts magazine, 10:243-47, July 1921.
 It is desirable to include in all junior high school courses, as much experience of prevocational worth as possible. These schools should assist the pupils in selecting an occupation.

VOCATIONAL GUIDANCE.

1140. **Brewer, John M.** The aims and methods of vocational guidance. *Educational review*, 62:10-21, June 1921.

Approves the study of the actual opportunities in and problems of the occupational world. Says that the best way to accomplish this is to organize definitely a class for the study of occupations.

1141. ——— Practical arts for vocational guidance in the junior high school. *Manual training magazine*, 23:69-72, September 1921.

1142. **Jacobs, Charles L.** Bibliography on vocational guidance; a selected list of vocational guidance references for teachers. Washington, D. C., Federal board for vocational education, 1921. 35 p. 8°. (Bulletin no. 66. Trade and industrial series no. 19. June, 1921)

Many of the titles in this list are fully annotated.

1143. **Jones, Arthur J.** Vocational guidance and education. *Educational review*, 62:10-21, June 1921.

Discusses the value of vocational guidance, but criticises the extravagant claims made for it.

1144. **Leigh, Mildred B.** Vocational guidance for college women. *Educational review*, 62:34-45, June 1921.

Describes the work of the various college alumnae in securing employment for college graduates. Emphasizes the importance of the work.

HOME ECONOMICS.

1145. **Davenport, Eugene.** Home economics at Illinois. *Journal of home economics*, 13:337-41, August 1921.

"Presented at the Recognition service in honor of Professor Isabel Bevier, May 26, 1921."

1146. **Denny, Grace.** Practical teaching of textiles in high schools. *Journal of home economics*, 13:342-45, August 1921.

"Methods and teaching agencies": p. 345.

1147. **Snedden, David.** Household arts for junior high schools. *Journal of home economics*, 13:289-96, July 1921.

Address delivered before the Household arts section of the Eastern arts association, Baltimore, March, 1921.

COMMERCIAL EDUCATION.

1148. **National foreign trade convention.** Group one. Commercial education for foreign trade. In Official report of the eighth National foreign trade convention, held at Cleveland, Ohio, May 4-7, 1921. New York, 1921. p. 47-78. (O. K. Davis, secretary, National foreign trade council, New York, N. Y.)

Contains: 1. J. A. De Haas: Fundamentals in foreign trade education, p. 47-56. 2. W. S. Tower: Means of getting an international viewpoint in foreign trade education, p. 57-63. 3. Discussion, p. 64-78.

1149. **Training for a new profession.** *Current affairs* (Boston, Mass.) 12:3-4, 32, August 1, 1921.

An account of the first school for commercial organization secretaries, held at Northwestern university, Evanston, Ill., July, 1921.

LEGAL EDUCATION.

1150. **Reed, Alfred Zantlinger.** Training for the public profession of the law. Historical development and principal contemporary problems of legal education in the United States, with some account of conditions in England and Canada. New York city, 522 Fifth avenue, 1921. xviii, 498 p. 8°. (Carnegie foundation for the advancement of teaching. Bulletin no. 15)

This report presents not merely a criticism of the existing law schools, and of present day tendencies in the professional training of lawyers, but it describes the history and progress of American legal education. It undertakes to make clear the relation of the bar and of the bar examinations to legal education. The present volume is to be followed by one dealing with the contemporary situation in greater detail.

MEDICAL EDUCATION.

1151. **Foote, John.** How to meet examination problems. Trained nurse and hospital review, 67:205-9, September 1921.
1152. **Hamilton, Arthur S.** Graduate training in nervous and mental diseases. Journal of the American medical association, 77:559-62, August 27, 1921.
Advocates a properly standardized course of study for those who desire to fit themselves for a career in neuropsychiatry. Outlines such a course.
1153. **Karsner, Howard T.** "Progressive education" in the teaching of pathology. Science, n. s., 54:81-84, July 29, 1921.
Emphasizes the value of the informal recitation as permitting a better evaluation of the ability of the individual student than is possible with the more formal and more autocratic recitation conducted by the teacher.
1154. Medical education in the United States. Journal of the American medical association, 77:527-56, August 13, 1921.
Review of education for 1921 by the Council on medical education and hospitals. Gives statistics of medical colleges in the United States and Canada; distribution of students by states; entrance requirements, etc.
1155. **Muller, George P.** Graduate instruction in surgery. Journal of the American medical association, 77:503-6, August 13, 1921.
Suggests that the medical schools of the universities affiliate with high-class hospitals. Discusses the work of the Committee on postgraduate instruction in surgery.
1156. National league of nursing education. Committee on education. Preliminary report on university schools of nursing. American journal of nursing, 21:799, August 1921.
Gives summary of courses in a few existing university schools. Continued from July number p. 716.

CIVIC EDUCATION.

1157. **Boas, Ralph Philip, ed.** Youth and the new world. Essays from the Atlantic monthly. Boston, The Atlantic monthly press [1921] viii, 320 p. 12°.
Stimulating essays for young people on the relation of youth's new time to the experience of age; education; the spirit of America; Americanization; women and the state; the problem of international organization; and, finally, the importance of spiritual values.
1158. **Christophelsmeier, Carl.** Citizenship and the schools. South Dakota educator, 34:16-19, 34-39, June 1921.
Article deals not so much with the elementary aspect of citizenship, which is a matter of birth or naturalization, as with the question of good citizenship, which is a matter of education.
1159. **Hart, Joseph K.** Social science in the schools. Survey, 46:591-92, August 16, 1921.
Says that while almost all schools are reputed as giving civics courses of some sort, less than 50 per cent are giving courses of a modern, positive, constructive sort. Discusses data collected by the National committee for teaching citizenship.
1160. **Jelliffe, Ella K.** America's making. Education, 42:21-26, September 1921.
An outline of work in the public schools in preparation for the festival and exhibit called "America's making," to be presented by societies, schools, churches, libraries, museums, and citizens of New York, during October, 1921, under the auspices of the state and city departments of education.
1161. **New York (State) Legislature.** Revolutionary radicalism; its history, purpose, and tactics, with an exposition and discussion of the steps being taken and required to curb it; being the report of the Joint legislative committee investigating seditious activities, filed April 24, 1920, in the Senate of the state of New York. Albany, J. B. Lyon company, printers, 1920. 4 v. plates. 8°.
Vols. I and II deal with subversive movements; Vols. III and IV take up constructive measures, and are mainly devoted to Educational training for citizenship, both in New York and in other states of the Union.

AMERICANIZATION.

1162. **Akron, Ohio. Board of education.** Akron public schools, 1920-1921. Department of Americanization. Annual report. [31] p. illus. 8°.
Bibliography: p. [23-31].

1163. **Clark, E. Everett.** The Akron plan. Survey, 46:518-19, July 16, 1921.
Describes the Americanization work in Akron, Ohio, which is supported, controlled, and directed by the Board of education of the city.
1164. **Hart, Helen.** State programs of immigrant education. Survey, 46:516-18, July 16, 1921.
Outlines the state programs of Massachusetts and New York. Gives typical programs.
1165. **Jordan, Riverda Harding.** Nationality and school progress; a study in Americanization. Bloomington, Ill., Public school publishing company [1921] 105 p. tables. 12°. (School and home education monographs, no. 4.)
Thesis (Ph. D.)—University of Minnesota, 1921.
This investigation of school children with reference to nationality and progress was made in various public schools of Minneapolis and St. Paul which were selected as representative of social groups in these cities. The conclusions are a contribution toward the information now available for the determination of the influence of nationality on school progress. There are not yet available instruments for measuring school progress so well designed and standardized as to detect the exact effects of nationality, apart from other factors involved.
1166. **Rosenstein, David.** Contributions of education to ethnic fusion in America. School and society, 13:673-82, June 18, 1921.
A comment on Julius Drachsler's Democracy and Assimilation.
1167. **Weber, Joseph J.** A little island of foreigners. Survey, 46:548-50, August 1, 1921.
Describes a group of Russian immigrants settled in North Dakota; their schools, etc. Americanization work among them.

EDUCATION OF SERVICE MEN.

1168. **Knappen, Theodore M.** The army as a school. American review of reviews, 63:627-35, June 1921.
The army as a school for social, scientific and vocational education. Describes its effective vocational training.

EDUCATION OF WOMEN.

1169. **Austin, Mary.** American women and the intellectual life. Bookman, 53: 481-85, August 1921.
1170. **Chaubal, M. B.** The aims of the Women's university. Indian review, 22: 443-44, July 1921.
Part of the convocation address of the chancellor of the Indian women's university, June 19, 1921, showing what has been accomplished by the university during the five years of its existence. The institution provides for the higher education of women through the Indian vernaculars.
1171. **Mann, Kristine.** Hygiene in the woman's college. Educational review, 62: 46-57, June 1921.
1172. **Shuler, Marjorie.** Teaching women politics. American review of reviews, 64:274-77, September 1921.
Tells of numerous schools of citizenship for women established at various colleges and universities and elsewhere, with particular attention to the citizenship school for women to be conducted at Yale university, during the week of October 24, 1921.
1173. **Woodward, Elizabeth A.** Educational opportunities for women from other lands. With a chapter on legislation affecting women by Esther Everett Lape. [Albany, The University, 1920.] cover-title, 35 p. front, plates. 8°. (University of the state of New York bulletin no. 718, Sept. 15, 1920.)
"Bibliography" 33-35.

NEGRO EDUCATION.

1174. **Moroney, T. B.** The Americanization of the Negro. Catholic world, 113: 577-84, August 1921.
Shows the work that the Catholics have been and are doing for the education of Negroes.
1175. **Negro education in North Carolina.** School and society, 14:53, July 30, 1921.
The State department of education of North Carolina has created a division of Negro education, with an enlarged staff of white and colored assistants.
1176. **Ransom, Reverdy C.** Educational problems. Southern workman, 50: 417-20, September 1921.
Excerpts from an address before a union meeting of preachers, farmers, and teachers in conference week at Hampton institute, June 1921.

EDUCATION OF DEAF.

1177. **Panconcelli-Calzia, G.** What experimental phonetics has accomplished for the instruction of the hard of hearing and the deaf. *Volta review*, 23: 417-22, September 1921.
Describes the work in applied experimental phonetics of German investigators. Studies in the phonetic laboratory of the University of Hamburg, etc.
1178. **Thompson, Iza.** The sensitive flame of the Bunsen burner as an aid to voice production and speech for the congenitally deaf child. *Volta review*, 23: 397-99, September 1921.

EXCEPTIONAL CHILDREN.

1179. **Barrows, Franklin W.** The relation of physical examinations to public school special classes. Utica, N. Y., State hospitals press, 1921. 6p. 8°.
Reprinted from the State hospital quarterly, February 1921.
1180. **Shrubsall, F. C.** The ascertainment of mental deficiency. *School hygiene* (London) 12:115-37, August 1921.
Delivered at the Conference of the school medical officers of Scotland in Edinburgh, April 7, 1921.

EDUCATION EXTENSION.

1181. **Bazeley, E. T.** Two experiments in voluntary continuation schools. *Journal of experimental pedagogy* (London) 6:82-89, June 1921.
Describes the cooperation between English business houses and training college. Second paper.

LIBRARIES AND READING.

1182. County libraries of California. Survey, 46:520-21, July 16, 1921.
1183. **Harris, Muriel.** On reading aloud. *North American review*, 214:345-51, September 1921.
Writer says that nineteenth century scholarship, which has no mean roll of names, read aloud with zest. Reading aloud has fallen away at present, because it is at a disadvantage in competition with the quicker methods of the cinematograph, of nature-study, and of reading alone.
1184. **Miller, Zana K.** How to organize a library. Boston, New York [etc.] Library bureau [1921] 40p. illus. 12°.
1185. **Skinner, Margaret M.** The use of recent literature in the high school. *Publishers' weekly*, 100:171-80, July 23, 1921.
Paper delivered at the meeting of the National education association at Des Moines, Iowa, July 16, 1921.
1186. **Tryon, R. M.** The history library and its use in one hundred public high schools in Illinois. *School and home education*, 40:161-66, May-June 1921.
Some guiding principles for the upbuilding of high school history libraries should be decided upon, such as, i. e., to work on the principle of a well-balanced classified library, and the selection of a dozen books in each field of history taught.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1187. Educational survey of the University of Arkansas; summary of conclusions and recommendations. Washington, 1921. 43p.
A digest of the report of a survey of the University of Arkansas, made at the request of the legislative committee in charge of the survey, under the direction of the United States Commissioner of education.
1188. Educational work of the commercial museum of Philadelphia; by Charles R. Toothaker. Washington, 1921. 28p. 12 plates. (Bulletin, 1920, no. 13)
1189. The Francis Scott Key school, Locust Point, Baltimore, Maryland; by Charles A. Bennett. Washington, 1921. 31p. (Bulletin, 1920, no. 41)
1190. The function concept in secondary school mathematics; a report by the National committee on mathematical requirements. Washington, 1921. 11p. (Secondary school circular no. 8. June, 1921)
1191. State laws relating to education enacted in 1918 and 1919; comp. by William R. Hood. Washington, 1921. 231p. (Bulletin, 1920, no. 30)

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1921, No. 49

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

OCTOBER, 1921



WASHINGTON
GOVERNMENT PRINTING OFFICE
1921

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CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural life and culture—Rural education—Secondary education—Teacher training—Teachers' salaries and professional status—Higher education—School administration—School management—School buildings and grounds—School hygiene and sanitation—Sex hygiene—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral education—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Agriculture—Home economics—Professional education—Civic education—Americanization—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue. An index to the record is provided for each year, making the series available for permanent use as an annual bibliography of education. The index to the 10 numbers of the record, February, 1920–January, 1921, covering the literature of 1920, is issued as Bulletin, 1921, no. 31.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1192. **Association of colleges and secondary schools of the Southern states.** Proceedings of the twenty-fifth annual meeting, Chattanooga, Tenn., December 2, 3, 1920. Tulane university press, New Orleans [1921?] 114 p. 8°. (Edward A. Bechtel, secretary, Tulane university, New Orleans, La.)

Contains: 1. J. T. Wright: Character education in relation to citizenship, p. 40–53. 2. J. P. McCallie: The need of moral and religious training in school and college and how to meet it, p. 53–67. 3. G. F. Zook: The problem of teacher supply, p. 74–84. 4. A. Beziat: Modern methods of teaching elementary French, p. 97–110.

1193. **California high school teachers' association.** Proceedings, 1921. Sierra educational news, August 1921.
 Contains: 1. Will C. Wood: The demands of changing conceptions of government on education, p. 10-17. 2. J. R. McKillop: How to secure an active community interest in the school, p. 26-29. 3. E. D. Shurter: Americanization and the schools, p. 29-32. 4. Nicholas Ricciardi: Making the public school product marketable, p. 52-56.
1194. **Michigan schoolmasters' club.** Journal of the . . . fifty-sixth meeting held in Ann Arbor, March 31, April 1, 1921. Ann Arbor, Michigan. [1921] 78 p. 8°. (Louis P. Jocelyn, secretary, Ann Arbor, Mich.)
 Contains: 1. R. L. Baldwin: Function of music in education, p. 7-17. 2. W. D. Reeve: Homogeneous classification of high school children according to ability shown on psychological tests, p. 18-26. 3. W. G. Smeaton: The foundation for more work in chemistry, p. 27-34.
1195. **New Jersey state teachers' association.** Annual report and proceedings of the 66th annual meeting . . . Atlantic City, N. J., December 28-30, 1920. Camden, N. J., Sinnickson Chew & sons co., 1921. 247 p. 8°. (H. J. Neal, secretary, Collingswood, N. J.)
 Contains: 1. A. E. Winship: Making the public schools the public's school, p. 33-39. 2. J. R. P. Brock: Work of the colored schools, p. 43-47. 3. L. L. Jackson: Getting our bearings in high school work, p. 57-62. 4. A. E. Winship: A series of projects that developed a community, p. 63-72.
1196. **North Carolina teachers' assembly.** Proceedings and addresses of the thirty-seventh annual session . . . at Asheville, November 24-26, 1920. Raleigh, Mitchell printing company, 1921. 84 p. 8°. (A. T. Allen, secretary, Raleigh, N. C.)
 Contains: 1. Edwin Mims: The new challenge to teachers of America, p. 2-33. 2. Nellie Walker: Modern practices in our primary grades, p. 41-45. 3. Jamie Bryan: Motivated study periods in the primary grades, p. 45-49. 4. L. A. Williams: Standard tests, their application, and benefits derived from their use, p. 51-54.
1197. **Texas state teachers' association.** Proceedings of the forty-second annual meeting, Fort Worth, November 25, 26, 27, 1920. Texas outlook. 5: 1-47, July 1921. (R. T. Ellis, secretary, Fort Worth, Texas.)
 Contains: 1. F. L. McVey: Education as a foundation for national development, p. 9-10. 2. T. H. Harris: How to secure an ample and competent supply of teachers, p. 16-19. 3. B. B. Payne: How to educate an adequate supply of teachers for the school, p. 19-21. 4. J. G. McNary: Address (Education from the viewpoint of a business man), p. 23-27.
1198. **West Virginia education association.** Annual proceedings, Parkersburg, West Va., November 4-6, 1920. 84 p. 8°. (S. E. A. Bulletin, vol. II, no. 1.) (W. W. Trent, secretary, Elkins, West Va.)
 Contains: 1. Virginia Foulk: Democracy in education, p. 26-35. 2. E. A. Lee: Problems in part-time education, p. 43-52. 3. H. R. Bonner: Meaning of vocational guidance, p. 63-69.
1199. **Wisconsin teachers' association.** Proceedings of the sixty-seventh annual session . . . held at Milwaukee, November 4 to 6, 1920. Madison, Wis. Democrat printing co., 1920. 378 p. 8°. (M. A. Bussewitz, secretary, Milwaukee, Wis.)
 Contains: 1. P. P. Claxton: Salaries, p. 35-43. 2. J. J. Handley: Organized labor on education, p. 48-53. 3. Rachelle S. Yarros: Social hygiene in its relation to public health, p. 54-61. 4. E. A. Fitzpatrick: The Wisconsin educational situation, p. 75-86. 5. R. L. Lyman: Oral composition, p. 130-39. 6. V. A. C. Henmon: Intelligence tests and their uses, p. 139-43. 7. W. F. Faulkes: Relationship of manual arts to vocational education in Wisconsin, p. 156-61. 8. G. M. Phelan: A course in citizenship with records of accomplishments, p. 176-80. 9. W. A. McKeever: Some tense problems in moral education, p. 181-83. 10. M. Rusch: Harmony, natural tendencies, p. 191-200.

11. E. Fessenden: Value of play through games, p. 208-14. 12. A. T. Weaver: The content of a high school course in speech, p. 227-33. 13. Mary V. Rodigan: Dramatics in the high school, p. 235-41. 14. A. P. Minsart: Separate classes for boys and girls in chemistry, p. 251-56. 15. J. H. Finley: Teacher training, p. 267-73. 16. Harriet Leete: The preschool child, p. 290-94.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1200. **González, Luis Felipe.** Historia de la influencia extranjera en el desenvolvimiento educacional y científico de Costa Rica. San José de Costa Rica, 1921. xi, 320 p. plates. 8°
Among the nations which have influenced the development of education in Costa Rica, the author assigns a prominent place to the United States as represented by the Bureau of education and by numerous American educators.
1201. **Hurlbut, Jesse Lyman.** The story of Chautauqua. New York and London, G. P. Putnam's sons, 1921. xxv. 429 p. front. (port.) plates. 8°
A history of the Chautauqua institution, founded nearly 50 years ago by Lewis Miller and John H. Vincent.
1202. 'The Manuale scholarium, an original account of life in the mediaeval university; tr. from the Latin by Robert Francis Seybolt. Cambridge, Harvard university press, 1921. 122 p. 12°.
Bibliography: p. 119-22.
1203. **Paulsen, Friedrich.** Geschichte des gelehrten unterrichts auf den deutschen schulen und universitäten vom ausgang des mittelalters bis zur gegenwart, mit besonderer rücksicht auf den klassischen unterricht. 3e. erweiterte auflage hrsg. und in einem anhang fortgesetzt von Rudolf Lehmann. Leipzig, Veit & comp., 1919; Berlin und Leipzig, Vereinigung wissenschaftlicher verleger, 1921. 2 v. 8°.
Anhang: Der gelehrte unterricht bis zum weltkrieg. 1892-1914. v. 2, p. 698-797.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

1204. **Bellamy, Frances E.** Martha Berry. Good housekeeping, 73: 21-22, 109-14, October 1921. illus.
Description of "The Berry schools," Rome, Ga., and of the founder, "the woman who has built a million dollar plant on faith in God, love of humanity, and money that her enthusiasm won from others."
Summarized in American review of reviews, 64: 537-38, November 1921.
1205. **Collins, Joseph V.** Loss and gain in education. Education, 42: 69-76, October 1921.
Discusses the development of elementary education in the past 50 years, with especial emphasis on the curriculum. Points out defects in methods of teaching. Says that elementary education is "lopsided, superficial, unscientific, and imperfect to a degree."
1206. Educational progress in Wisconsin; prepared under direction of Cecile White Flemming. Issued by C. P. Cary, state superintendent. Biennial report, 1918-1920. Madison, Wis., State department of public instruction, 1921. xi, 252 p. graphs, tables. 8°.
This final report of Supt. Cary has been prepared in cooperation by the members of the staff of the state education department, who contribute monographs on various phases of progress.
1207. **Eliot, C. W.** Protection against ignorance. Chicago schools journal, 4: 1-5, September 1921.
Answers the question "How intelligently shall the efforts of the people be directed toward the satisfaction of their educational desires and needs?"

1208. **Ettinger, William L.** Present-day problems of the public schools. American review of reviews, 64: 382-84, October 1921.

A summary of public school problems as seen through the eyes of the superintendent of schools of New York City. Defends the schools from adverse criticisms.

1209. **Jones, O. Garfield.** Education and the future of the Filipinos. American review of reviews, 64: 405-14, October 1921.

Describes the remarkable advance of education in the Philippines under American rule. Discusses also the political future of the Islands. Illustrated.

1210. **Landsittel, F. C.** Survey of educational conditions in Fairfield county, Ohio. Pub. by Vernon M. Riegel, superintendent of public instruction as director of education, 1921. Columbus, O., The F. J. Heer printing co., 1921. 58 p. incl. tables. 8°.

1211. **McAndrew, William.** The belated revolution in the public schools. What the fathers of the country thought the schools should be, and how schoolmen at last are coming to agree with them. World's work. 43: 108-12, November 1921.

Holds that the purpose and output of the schools should conform to the national theory, viz., American citizens.

1212. **McDougall, William.** Is America safe for democracy? New York. C. Scribner's sons, 1921. vii, 218 p. plates, figs. 12°.

Six lectures given at the Lowell institute of Boston, under the title "Anthropology and history, or the influence of anthropologic constitution on the destinies of nations."

A study of racial conditions, especially in the United States, including cultural aspects.

1213. **Sears, J. B., ed.** The Arlington school survey; a report of a study of the school systems of Arlington and three adjacent rural districts of Sibley county, Minnesota. Minneapolis, The University of Minnesota. 1921. 58 p. graphs, tables, fold. map. 8°. (Bulletin of the University of Minnesota. General extension division. vol. 24, no. 28. August 10, 1921.)

The survey was made by J. B. Sears, director; assisted by F. E. Armstrong, Charles Boardman, E. C. Culbert, W. P. Dyer, Walter Gaumnitz, E. T. Jacobson, and S. B. Severson.

1214. **Yocum, A. Duncan.** The limitation of progressive education. School and home education, 41: 14-21. September 1921.

Reported from a talk before the Harvard teachers' association, April 30, 1921.

FOREIGN COUNTRIES.

1215. **Canada.** Dominion bureau of statistics. Education statistics branch. Historical statistical survey of education in Canada. Pub. by authority of the Right Hon. Sir George E. Foster, minister of trade and commerce. Ottawa, Thomas Mulvey, printer to the King's most excellent majesty, 1921. 120 p. graphs, tables, fold. chart. 8°.

A statistical view of education in Canada during the period 1901-1920.

1216. **Danton, George H.** Aspects of education in China. School and society. 14: 263-72, 296-304, October 8, 15, 1921.

Gives particular attention to characterizing the services of foreign educators and teachers in the Chinese educational system.

1217. **Kirkaldy, Adam W.** University college, Nottingham. Education, 42: 116-24. October 1921.

Descriptive of a college located at Nottingham, England, definitely organized to develop the higher interests—literary, artistic, and scientific.

1218. **Pahlow, Edwin W.** Oxford and Cambridge as seen by American soldier-students. *Scribner's magazine*, 70: 477-83, October 1921.

Writer was formerly dean of American soldier-students in British universities.

1219. **Pasvolsky, Leo.** Education under communism: the structure of soviet education. *Educational review*, 62: 210-23, October 1921.

A review of educational methods and administration in Russia.

1220. **Bogers, Mary E.** Education in Serbia. *Southern workman*, 50: 440-57, October 1921.

Describes among other things the school at Cacak, Central Serbia, which was started by the child welfare commission of the Serbian relief committee of America. Illustrated.

1221. **Bothmaier, A. de.** Les hautes-écoles de paysans au Danemark. *Revue pédagogique*, 79: 189-208, September 1921.

1222. **Špišek, Ferd.** L'enseignement tchécoslovaque: son passé et son avenir.—II. L'enseignement secondaire. *Revue internationale de l'enseignement*, 41: 316-22, September-October 1921.

To be continued.

EDUCATIONAL THEORY AND PRACTICE.

1223. **Dugas, L.** Les idées de Guyau sur l'éducation. *Revue pédagogique*, 79: 175-88, September 1921.

1224. **Graff, Ellis U.** Essentials in education. Indianapolis, The Bobbs-Merrill company [1921] 5 p. l., 245 p. 12°.

The superintendent of schools in Indianapolis, Ind., offers a practical discussion of some fundamental principles and methods in public education in this book, which is based on the writer's own experience, with distinct recognition of current educational conditions.

1225. **Lotz, Ernst.** Lehrplanpolitik. Pädagogische erwägungen eines humanisten. *Monatschrift für höhere schulen* (Berlin) 20: 193-203, July-August 1921.

1226. **Townsend, H. G.** Education as criticism. *Philosophical review*, 30: 367-79, July 1921.

1227. **Watson, Foster, ed.** The encyclopaedia and dictionary of education; a comprehensive, practical, and authoritative guide on all matters connected with education, including educational principles and practices, various types of teaching institutions, and educational systems throughout the world. In four volumes. Vol. 1-2. London, New York [etc.] Sir Isaac Pitman & sons, Ltd., 1921. 2 v. plates, illus. 4°.

The completion of the second volume of this new Encyclopedia of education carries the work to the beginning of the letter M. More than 850 contributors, specialists in various lines of education, join in the preparation of the Encyclopedia, which will be useful for consultation on subjects relating to British education, to which it is mainly devoted. Considerable attention, however, is given to the educational institutions and methods of other countries than Great Britain. Among the American contributors to the work are Profs. E. P. Cubberley, John Dewey, C. H. Judd, and Paul Monroe.

1228. **Yeomans, Edward.** The educated person. *Atlantic monthly*, 128: 486-91, October 1921.

Says that educational processes should give heed to relationships, with the inorganic as well as the organic world, and should produce people who are on the way to appraise life fairly, who will know the difference between first class and second class—that is, have a proper scale of values.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1229. **Kitson, Harry D.** How to use your mind; a psychology of study. Being a manual for the use of students and teachers in the administration of supervised study. 2d ed., rev. and enl. Philadelphia and London, J. B. Lippincott company [1921] 253 p. 12°.

Tells how to approach intellectual work and how to carry it through.

1230. **Limentani, Ludovico.** L'educazione pratica della volontà. *Rivista pedagogica* (Rome) 14: 232-49, May-June 1921.

To be continued.

1231. **Peaks, Archibald G.** Periodic variations in efficiency, as shown in mental and physical tests together with some weather effects. Baltimore, Warwick & York, Inc., 1921. 95 p. tables. 12°. (Educational psychology monographs, no. 23.)

An investigation of periodic variations in both physical and mental activities during the year, during the day, and in conjunction with periodic changes in natural phenomena such as sunlight and temperature. Gives a history of experiments in this field, and presents results both from other investigators and from the writer's own original researches.

1232. **Pyle, William Henry.** The psychology of learning; an advance text in educational psychology. Baltimore. Warwick & York, Inc., 1921. 308 p. graphs, tables. 12°.

Bibliography: p 294-303.

This book undertakes to state everything that is known about learning. All the experimental work that throws any light on the nature of learning has been carefully examined, and in the light of the experimental results, the author endeavors to give the present impartial verdict of educational psychology. The experimental method for teaching the subject is recommended.

EDUCATIONAL TESTS AND MEASUREMENTS.

(Including Psychological Tests.)

1233. **National association of directors of educational research.** Papers presented at meeting at Atlantic City, N. J., March 3, 1921. *Journal of educational research*, 4: 1-55, June 1921.

Contains: 1. W. S. Gray: Diagnostic and remedial steps in reading, p. 1-15. 2. G. M. Whipple: The national intelligence tests, p. 16-31. 3. E. J. Ashbaugh: The measurement of language—what is measured and its significance, p. 32-39. 4. I. J. Bright: The intelligence examination for high-school freshmen, p. 44-55.

1234. **Courtis, Stuart A.** Educational measurements in Detroit. Kindergarten and first grade, 6: 309-14, October 1921.

We need to keep accurate records of all the temperaments, tastes, and peculiarities of children. Intelligence tests are a first step in sorting children.

1235. **Fordyce, Charles.** Intelligence tests in classifying children in the elementary school. *Journal of educational research*, 4: 40-43, June 1921.

A study of the results of the Haggerty intelligence examination in comparison with the school grades and estimates of teachers in the case of a group of pupils in the elementary grades at Lincoln, Neb.

1236. **Gates, Arthur I.** An experimental and statistical study of reading and reading tests. *Journal of educational psychology*, 12: 303-14, 378-91. 445-64, September, October, November 1921.

1237. **Hayes, Seth.** Cooperative chemistry tests. *Journal of educational research*, 4: 109-20, September 1921.

Work of the chemistry teachers of Cleveland, Ohio. The tests are intended to be "rapid-fire, and to call forth quick and accurate thinking by the pupils." Directions are given for conducting the tests.

1238. **Merrill, Maud A.** The relation of intelligence to ability in the "three R's" in the case of retarded children. *Pedagogical seminary*, 28: 249-74, September 1921.

A record of group tests made in the Oakland, Calif., public schools.

1239. **Otis, Arthur S. and Knollin, Herbert E.** The reliability of the Binet scale and of pedagogical scales. *Journal of educational research*, 4: 121-42, September 1921.

1240. **Proctor, William Martin.** The use of psychological tests in the educational and vocational guidance of high school pupils. Bloomington, Ill., Public school publishing company, 1921. 70 p. graphs, tables. 8°. (Journal of educational research monographs. no. 1, June 1921)

1241. **St. Denis, R. de.** Colleges and psychological tests. *America*, 26: 5-6, October 22, 1921.

Writer says that any reliable test must include the following elements: character analysis, memory capacity, intellectual attainments and physical aptitude, mental and physical reactions; in short all the things that make up a man's mental and physical abilities and habits. Judged by this standard, practically all tests in present use are more or less defective.

1242. **Terman, Lewis M.** Mental growth and the I. Q. *Journal of educational psychology*, 12: 325-41, 401-7, September, October 1921.

1243. **Thorndike, Edward L.** On the new plan of admitting students at Columbia university. *Journal of educational research*, 4: 95-101, September 1921.

Discusses the merits of the psychological examination of students. The writer says that such examination alone would not be a fully satisfactory means of selecting students, but is supplemented by the students' complete previous records. With a few exceptions the higher a student's score in the psychological examination, the better was his record in college.

1244. **Virginia. Education commission.** Virginia public schools; a survey of a Southern state public school system. Part two—Educational tests. Yonkers-on-Hudson, N. Y., World book company, 1921. xii, 235 p. graphs, tables. 12°. (Educational survey series)

Starting with the principle that reading, writing, and arithmetic remain through all the changing conceptions of education the fundamental aims of instruction in the elementary school, the Division of tests of the Virginia school survey staff, under the direction of Dr. M. E. Haggerty, has measured the work of the public schools of the state in these branches, and also in spelling. Tests of high-school composition and elementary algebra were also made in 25 representative high schools in various parts of Virginia. The results of these measurements by standard tests, as given in detail with tables and graphs in this volume, afford norms for some well-known tests in terms of typically Southern conditions.

SPECIAL METHODS OF INSTRUCTION.

PROJECT METHOD.

1245. **Dangers and difficulties of the project method and how to overcome them—**a symposium. By Profs. Kilpatrick, Bagley, Bonser, Hoscic, and Mr. Hatch, of Teachers college. *Teachers college record*, 22: 283-321, September 1921.

CONTENTS.—I. Introductory statement: definition of terms, W. H. Kilpatrick.—II. Projects and purposes in teaching and in learning, W. C. Bagley.—III. Dangers and difficulties of the project method, F. G. Bonser.—IV. The project method, J. F. Hoscic.—V. Student reactions to the project method, R. W. Hatch.—VI. A review and summary, W. H. Kilpatrick.

1246. **Warren, Minetta L.** The project method. *Journal of education*, 94: 178-177, September 1, 1921.

The beginning of a series of articles on the project method which are to continue in following issues of this journal.

OTHER METHODS.

1247. **Wolstencroft, H. P.** The Dalton plan; a record of a year's experience in an English school. *Educational times (London)* n. s. 3: 461-62, October 1921.

Says that the plan has the advantage of being applicable to any curriculum and that it has resulted in better work, greater progress, increased interest, fuller scope, and the growth of self-reliance and a feeling of responsibility among the pupils.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

1248. **Parker, Samuel C.** How to teach beginning reading. *Elementary school journal*, 22: 15-30, 104-17, September, October 1921.

The first of this series of articles includes a presentation of the scientific principles and evidence which justify the methods and devices for teaching beginning reading. The second article discusses pre-primer blackboard and chart reading; beginning book reading, etc. To be continued.

1249. **Wilson, Estaline.** Specific teaching of silent reading. *Elementary school journal*, 22: 140-46, October 1921.

Describes a series of tests in the schools of Cincinnati, Ohio, in which a number of different kinds of material were presented, including arithmetic, geography, civics, grammar, narrative material, and poetry.

SPELLING.

1250. **Pittman, Marvin Summers and Pryor, Hugh Clark.** A guide to the teaching of spelling. New York, The Macmillan company, 1921. xi. 141 p. 12°.

This manual summarizes and interprets in plain language current literature on the teaching of spelling and the results of recent experiments in the subject. It discusses the fundamental psychological principles involved in the teaching of spelling, reviews the best methods, and considers various types of spelling textbooks now in use, and various special lists of words.

ENGLISH AND COMPOSITION.

1251. **Clapp, John Mantle.** The "better speech movement" and the world of business. *English journal*, 10: 450-55, October 1921.

1252. **Deming, Alhambra G.** Methods and material for composition in intermediate and grammar grades. Chicago, Beckley-Cardy company, 1921. 232 p. 12°.

A handbook for teachers designed to cover with its suggestions the entire composition work of the intermediate and grammar grades, and to afford original methods and a variety of material to supplement a regular textbook.

1253. **Savage, Howard J.** Personnel for college composition. *English journal*, 10: 439-49, October 1921.

Remarks on the personnel of college teachers of English composition.

1254. **Thorndike, Edward L.** Word knowledge in the elementary school. *Teachers college record*, 22: 334-70, September 1921.

Gives counts of the frequency of occurrence of words in the material which the pupil or graduate will or should read. Describes the "Teacher's word book."

LITERATURE.

1255. Kellogg, Annie F. Golden numbers: an experiment in teaching love of poetry to high-school pupils. *English journal*, 10: 367-75, September 1921.

ANCIENT CLASSICS.

1256. Carr, W. L. and Gray, Mason D. The classical survey. *Classical journal*, 17: 16-27, October 1921.

The object of the survey was to prepare a constructive program of recommendations for improvement in the teaching of Latin and Greek in the secondary schools of the United States. A revised form of a report that was originally submitted to the advisory committee and the chairman of the regional committees of the American classical league, at a meeting held in Philadelphia, July 6, 1921.

1257. The classics in education. *Journal of education and School world* (London) 53: 575-77, September 1921.

Report of the committee appointed by the prime minister to inquire into the position of classics in the educational system of the United Kingdom.

1258. Coolidge, Calvin. Value of the classics. *Classical journal*, 17: 28-35, October 1921.

Also in *American education*, 25: 12-16, September 1921.

A defense of the classics, delivered before the American classical league in Philadelphia, July 7, 1921.

1259. Welldon, J. E. C. The future of the classics. *Contemporary review*, 120: 313-21, September 1921.

Based on the report of the committee which was appointed by the British prime minister in November, 1919, "to inquire into the position to be assigned to the classics (*i. e.*, to the language, literature, and history of ancient Greece and Rome) in the educational system of the United Kingdom, and to advise as to the means by which the proper study of these subjects may be maintained and improved."

MODERN LANGUAGES.

1260. Davies, Gwendoline. Modern languages in the United States. *Modern languages* (London) 3: 11-15, October 1921.

The impressions of a British teacher visiting in America, regarding modern language teaching in the United States.

1261. Franzén, Carl G. F. Foreign language teaching in the high schools of Iowa. *School review*, 29: 610-16, October 1921.

In Iowa during the school year 1920-21, there were four foreign languages taught—Latin, French, Spanish, and Norse. Latin is very popular, with French second.

1262. Gourio, E. The direct method of teaching French. Boston, New York [etc.] Houghton Mifflin company [1921] 163 [1] p. 12°.

SCIENCE AND MATHEMATICS.

1263. Glenn, Earl R. The improvement of chemistry and physics instruction in American high schools. *School science and mathematics*, 21: 671-73, October 1921.

Given at the University of Pennsylvania, April 7, 1921, during Schoolmen's week.

1264. Williams, Lewis W. The mathematics needed in freshman chemistry. *School science and mathematics*, 21: 654-65, October 1921.

GEOGRAPHY.

1265. Adams, William C. Practical methods for teaching elementary geography. New York, Philadelphia [etc.] Hinds, Hayden & Eldredge, inc. [1921] 135 p. 16°.

1266. **Atwood, Wallace W. and Thomas, Helen Goss.** Teaching the new geography; a manual for use with the Frye-Atwood geographical series. Boston, New York [etc.] Ginn and company [1921] 203 p. 10°.
1267. **Brigham, Albert Perry and McFarlane, Charles T.** Essentials of geography; a manual for teachers. New York, Cincinnati, [etc.] American book company [1921] 198 p. front. illus. 16°.
1268. **Cooper, C. E.** Status of geography in the normal schools of the eastern states. *Journal of geography*, 20: 217-224, September 1921.
Survey of the status of geography in normal schools.
1269. **Smith, E. Ehrlich.** Teaching geography by problems. Garden City, N. Y., and Toronto, Doubleday, Page & company, 1921. xix, 306 p. front. plates. 12°.
- Presents the modern principles involved in teaching geography by problems and projects, and concrete examples of teaching the subject according to these principles. The volume also gives lists of reference books and other helpful material which in teaching geography by the project method are required to supplement the school text.

HISTORY.

1270. **Gabriel, Ralph H.** The general course in United States history and the liberal arts college. *Historical outlook*, 12: 237-39, October 1921.
1271. **Selby, E. M.** A teacher's observation of practice-teaching in history. *Ohio history teachers' journal*, Bulletin no. 22, May 1921, p. 251-55.
- The conclusions are based on experiences of the writer as a student in the College of education of the Ohio State university.

DRAMATICS.

1272. **Colby, Gertrude K.** The conflict, a health masque in pantomime. With an introduction by Thomas D. Wood. New York, A. S. Barnes and company, 1921. 70 p. front., plates., diagrs. 8°.
1273. **Taft, Linwood.** The technique of pageantry. New York, A. S. Barnes and company, 1921. viii, 168 p. front. 8°.
- Regarding pageantry as the most appropriate medium of expression of a specific phase of community life, the author, who has had large experience in directing pageants, offers this volume as an aid to communities which may wish to celebrate anniversaries seeming to them memorable. Part I gives a general discussion of the technique of pageantry, and Part II contains specimen programmes of several particular pageants.

SAFETY.

1274. **Oregon. Department of education.** Course of study for safety education in Oregon schools. Issued by J. A. Churchill, superintendent of public instruction for Oregon. Salem, Or., State printing department. 1920. 62 p. illus. 8°.

KINDERGARTEN AND PRIMARY SCHOOL.

1275. **Mitchell, Lucy Sprague.** Here and now story book, two- to seven-year-olds. Experimental stories written for the children of the City and country school (formerly the Play school) and the Nursery school of the Bureau of educational experiments. New York, E. P. Dutton & company [1921] xii, 360 p. illus. 12°.

Mrs. Mitchell explains the plan of this book in the Introduction, p. 1-72. The stories given in the following pages are fashioned on the model of stories actually told by children themselves about their own doings and every-day experiences. The writer regards the modern stories which adults write for young children as unsuitable for the purpose intended.

RURAL LIFE AND CULTURE.

1276. **American country life association.** Rural organization. Proceedings of the third National country life conference, Springfield, Mass., 1920. [Chicago, Ill.] Pub. by the University of Chicago press for the American country life association [1921] 242 p. front. 8°. (C. J. Galpin, executive secretary, Washington, D. C.)

Contains: 1. K. L. Butterfield: President's address—The past and the future of the country life movement, p. 1-8. 2. Lorado Taft: An American rural art movement, p. 9-22. 3. E. R. Groves: Rural organization and rural psychology, p. 56-65. 4. Dwight Sanderson: Some fundamentals of rural community organization, p. 66-77. 5. Mabel Carney: Rural community organization, p. 82-85. Discussion, p. 85-88. 6. H. P. Douglas: Recent legislation facilitating rural community organization, p. 117-26. Discussion, p. 127-32. 7. Mabel Carney: Local, state, and federal organization for effective rural education, p. 133-41. 8. J. D. Wolcott: Organization for rural library extension and for education through the library, p. 142-46. 9. C. J. Galpin: The physical aspects of the American farm home, p. 155-60. 10. W. H. Wilson: Report of the committee on morals and religion, p. 169-76. 11. W. J. Campbell: Report of committee on training for rural leadership, p. 187-92. Discussion, p. 192-94. 12. E. C. Lindeman: Organization for rural recreation, p. 201-7.

1277. **Burr, Walter.** Rural organization. New York, The Macmillan company, 1921. x, 250 p. 12°.

A practical discussion of rural organization, containing suggestions along the lines of farm production, marketing, securing supplies, finance and accounting, communication and transportation. The book also takes up the social functions, education, sanitation, recreation, and home making.

RURAL EDUCATION.

1278. **Collings, P. McB.** The reconstruction of elementary rural school aims. Missouri school journal, 38: 326-33, September 1921.

A scientific method for determining particularized elementary rural school outcomes.

1279. **Louisiana. Department of education.** Course of study for rural and elementary schools. Prepared by the division of rural and elementary schools. Pub. by the state department of education, T. H. Harris, state superintendent. Baton Rouge, La., Ramirez-Jones printing co., 1921. 239 p. 8°.

1280. **Pittman, Marvin Summers.** The value of school supervision demonstrated with the zone plan in rural schools. Baltimore, Warwick & York, inc., 1921. x, 129 p. 12°.

Gives the results of a test of the value of supervision made in the rural schools of Brown county, South Dakota, and describes the zone plan of supervision, which was employed.

1281. **Rapeer, L. W.** Play in the new rural education. American education, 25: 17-22, September 1921.

A plea for improved play provisions in rural schools.

1282. **Smith, E. B.** The future country school. Education, 42: 111-15, October 1921.

The impressions of a layman, a college graduate and farmer, who has children attending a country school.

1283. **Vermont. Board of education.** The state course of study of Vermont. Pt. 1 for rural and elementary schools. Prepared under direction of Clarence H. Dempsey, commissioner of education. Authorized by the state board of education. Montpelier, Vermont, 1921. 324 p. 8°.

SECONDARY EDUCATION.

1284. **High school teachers association of New York city.** The high schools of New York city; a handbook of procedure and personnel. Clyde R. Jeffords and Claude F. Walker, editors. New York, 1921. 223 p. 8°.

This book is a general manual of the public high schools of the greatest city of the country, giving a rather full account of their origin and development, their curriculum, the present trend of high school teaching, and the professional status and compensation of high school teachers. It includes also a directory of the schools and their teachers.

1285. **Hollister, H. A.** Report of the high school visitor, University of Illinois, for the year 1920-21. Urbana, The University of Illinois, 1921. 68 p. charts, tables. 8°. (University of Illinois bulletin, vol. 18, no. 33. April 18, 1921.)

Contains: 1. The financial side of the teaching profession—a study of the salaries of high school teachers in 370 accredited public high schools in Illinois, p. 6-21. 2. The influence of the sex balance of the teaching staff on the ratio of boys to the total number of pupils enrolled in public high schools in Illinois, p. 22-27. 3. List of accredited schools and tabular report, p. 30-60.

1286. **Ivy, H. M.** High schools. Issued by W. F. Bond, state superintendent of education. [n. p. 1921] 128 p. 8°. (Mississippi. Department of education. Bulletin no. 23, 1921)

1287. **Lyman, B. L.** The junior high schools of Montclair, New Jersey. School review, 29: 495-509, September 1921.

Discusses the activities of various classrooms; instructional ideals; the curriculum; student control and discipline, etc.

1288. **Ohio. Department of education.** Ohio high school standards (junior and senior) A manual of suggestions for the high school teachers of the state with requirements for the organization and administration of the recognized high schools. Prepared by Walton B. Bliss . . . under the direction of Vernon M. Riegel. Columbus, Ohio, The F. J. Heer printing co., 1921. 120 p. 8°.

TEACHER TRAINING.

1289. **Fischer, Aloys.** Über das studium der pädagogik an den hochschulen. Zeitschrift für pädagogische psychologie und experimentelle pädagogik (Leipzig) 22: 273-89, September-October 1921.

1290. **Hertzog, Walter Scott.** State maintenance for teachers in training. Baltimore, Warwick & York, Inc., 1921. 144 p. tables, diagrs. 12°.

With reference to the problem of an adequate supply of trained teachers for the public schools, this study examines the subject of State encouragement of prospective teachers. It surveys the conditions which may justify additional aid for prospective teachers, and describes plans for recruiting the profession through financial assistance which are now in operation in the United States and in various foreign countries. Methods of recruiting other professions and occupations through financial assistance are also presented for comparison with teaching, and the advantages and disadvantages of subsidies for teacher training are discussed.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

1291. **Blackwell, C. P. and Crandall, W. G.** Professional improvement of college teachers. Educational administration and supervision, 7: 388-400, October 1921.

The resulting information from letters sent out to colleges and universities and to educators asking for statements concerning the methods of professional improvement now in use in the institutions and for the personal opinions of the educators.

1292. **Byrne, Lee.** A method of equalizing the rating of teachers. *Journal of educational research*, 4: 102-8, September 1921.
 Gives an illustration of the method of reducing crude ratings to uniformity of level and dispersion, etc.
1293. **Courtis, Stuart A.** Standards of teaching ability. *Educational review*, 62: 183-86, October 1921.
 Writer says that a whole new field of research must be explored before final standards of teaching ability are possible. Emphasizes the necessity of formulating a definition of teaching ability wholly in terms of the changes to be produced in children.
1294. An educational program. *Survey*, 47: 57, October 8, 1921.
 Program of work for the current school year of the Teachers' union of New York city.
1295. **Kirkpatrick, J. E.** The professor on behalf of his profession. New republic, 28: 68-70, September 14, 1921.
1296. **Massachusetts. Department of education. Division of elementary and secondary education and normal schools.** . . . Salaries of teachers in the public day schools of Massachusetts, 1921. Boston, 1921. 24 p. incl. tables. 8°. (Massachusetts. Bulletin of the department of education, 1921, no. 4. Whole no. 124.)
1297. **Sears, J. B.** The measurement of teaching efficiency. *Journal of educational research*, 4: 81-94, September 1921.
 Presents a history of teacher-rating schemes. Outlines the requirements for an effective teacher measurement. Gives a bibliography: p. 92-94.

HIGHER EDUCATION.

1298. **Andrews, M. B.** How to work your way through college. Greensboro, North Carolina. 1921. 63 [1] p. 8°.
1299. **Butler, Nicholas Murray.** Scholarship and service; the policies and ideals of a national university in a modern democracy. New York, C. Scribner's sons, 1921. xii, 399 p. 12°.
 This volume is made up of selections from the addresses and reports of the president of Columbia university. The papers included endeavor to interpret the modern university in terms of its ideals, of its problems, and of its counsels. Principles are established which are of general application to all modern universities functioning in democracies.
1300. **Coffman, L. D.** What part shall the colleges and universities play in the American program of education? *School and home education*, 41: 1-5, September 1921.
 Address given before the National education association, Des Moines, Iowa, July 6, 1921.
1301. **Dawson, W. H., ed.** The yearbook of the universities of the empire, 1921. London, G. Bell and sons, ltd., 1921. xiv, 571 p. 12°.
1302. **Donnelly, Francis P.** Unity of education. *America*, 25: 560-62, October 1 1921.
 Discusses the attainment of unity in college education, with particular reference to electivism and the departmental system.
1303. **Kehr, Marguerite Witmer.** A comparative study of the curricula for men and women in the colleges and universities of the United States. [n. p., 1920] 25 [1] p. 12°.
 Thesis (Ph. D.)—Cornell University.
 Reprinted from the *Journal of the Association of collegiate alumnae*, vol. XIV, no. 3, December 1920.

1304. **Koos, Leonard V.** Current conceptions of the special purposes of the junior college. *School review*, 29: 520-29, September 1921.
A survey of the current ideas of the special functions of the junior college.
1305. ———. Junior-college courses in 1920-21. *School review*, 29: 586-62, 668-78, October, November 1921.
The sources of the data used in this study were the bulletins or catalogs of junior colleges. Part I sets forth the general curricular situation and the prescribed work. Part II gives the offerings by subject-groups and courses.
1306. **Lloyd, Alfred H.** Fellowships and their relation to teaching. *Educational review*, 62: 197-209, October 1921.
Defines a fellowship at an American university under these aspects: Physical, intellectual, and moral. "At any of our graduate schools," says the writer, "a fellowship should mean complete freedom, as well as distinct ability, of mind."
1307. **McConn, Max.** Bachelor of arts: what is it? *New republic*, 28: 154-56, October 5, 1921.
Criticizes grades, credits, and degrees. Speaks of them as "elusive entities," and advocates the elimination of the whole mechanism.
1308. **Scott, Samuel M.** A possible remedy. *Harvard graduates' magazine*, 30: 24-32, September 1921.
A discussion of the elective system of Harvard university.
1309. **Wood, B. D.** The measurement of college work. *Educational administration and supervision*, 7: 301-334, September 1921.
A report on the preparation and study of a new type of examination.

SCHOOL ADMINISTRATION.

1310. **Ettinger, William L.** Economy in school administration. [New York. The printing class, The boys of the Vocational school, 1921] 29 p. 16".
Annual address of the superintendent of schools, city of New York, before the associate superintendents, district superintendents, directors and inspectors of special branches, September 13, 1921.
Also in *Bulletin of high points in the work of the high schools of New York*, September 1921, p. 3-8.
1311. **Hart, Joseph K.** Decentralization in education. *Survey*, 47: 53-55, October 8, 1921.
Declares that the foundations of a decentralized educational system will be the various local communities of the state. Discusses the developments in Wisconsin.
1312. **Learned, Henry Barrett.** The educational function of the national government. *American political science review*, 15: 335-49, August 1921.
1313. **MacDonald, D. J.** Democracy in school administration—Some fundamental principles. *American school board journal*, 63: 31-33, 119, September 1921.
A good definition of democracy and an enumeration of those principles which must be operative before democracy can prevail in school administration circles.
1314. **National committee for chamber of commerce cooperation with the public schools.** Know and help your schools. Third report. An interpretation of inquiry no. III relating to boards of education and the receipts and expenditures of urban public schools. Directed by The National committee for chamber of commerce cooperation with the public schools and the American city bureau. New York, Chicago, [etc.] American city bureau. 1921. 47 p. 8".

1315. Should boards of education be independent of the city government? American city, 25: 307-8, October 1921.

Says that "the best interests of the public schools can not be served in a city where the budget of the board of education may be reduced and remodeled by city officials who have not made a definite study of the needs of the schools."

From "Know and help your school," the report of a survey directed by the National committee for chamber of commerce cooperation with the public schools, and the American city bureau.

1316. **Swift, Fletcher H.** The declining importance of state funds in public-school finance. School review, 29: 534-46, September 1921.

Writer says that after 50 years of support by local taxation, the country finds itself in an educational situation marked by economic and educational inequalities. Suggests a possible modification, perhaps a complete reversal of our traditional plan of school support. Gives tables of statistics.

SCHOOL MANAGEMENT.

1317. **Campbell, Arthur L.** Keeping the score. School review, 29: 510-20, September 1921.

Recommends the introduction of an open system, with the modern duplicating feature, such as is used in salesbooks, bank deposit books, and other similar business devices. Gives specimen of a school score card, which has been used with success by the writer.

1318. **Maxwell, C. B.** The selection of textbooks. (Boston, New York [etc.] Houghton Mifflin company [1921] x, 139 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)

CONTENTS.—I. The textbook a necessary tool in teaching.—II. The common basis for selection of texts.—III. Current methods of selecting textbooks.—IV. Method and term of adoption as a factor.—V. Free textbooks versus individual ownership.—VI. Justifiable standards for selection.—VII. Outline aids for judging all texts.—VIII. Special outlines for evaluating texts in different subjects.

1319. **Stockton, James L., and others.** Criteria for the regrading of schools. Elementary school journal, 22: 55-66, September 1921.

Results of problem-project methods, etc. The authors have carried out an extended program of standard testing in the training school of the San Jose state normal school, California, and present the results of their studies.

SCHOOL BUILDINGS AND GROUNDS.

1320. **Hallett, E. S.** The relative merits of heating systems. American school board journal, 63: 43-45, September 1921.

SCHOOL HYGIENE AND SANITATION.

1321. **American child hygiene association.** Transactions of the 11th annual meeting, St. Louis, Mo., October 11-13, 1920. Baltimore, Press of Franklin printing company, 1921. 440 p. 8°. (Headquarters of the association: 1211 Cathedral street, Baltimore, Md.)

Contains: 1. Herbert Hoover: A program for American children, p. 23-28. 2. Papers and discussion on Pre-school age and School age and adolescence, p. 97-173.

1322. **Brown, Maud A.** Health program in the Kansas City schools, 1919-21. Elementary school journal, 22: 132-39, October 1921.

Describes a health service for grade children, which is simple enough "to be carried on by the teacher without the help of physician or nurse," etc., now in operation in the Kansas City, Mo., public schools.

1323. **Clark, Taliaferro.** School health supervision in Minneapolis, Minn. Public health reports (U. S. Public health service) 36: 1902-36, August 12, 1921.
1324. **Dickson, Frank D.** Effect of posture on the health of the child. Journal of the American medical association, 77: 760-64, September 3, 1921.
Describe the results of bad posture; the treatment by diet and general care; and the correction of deformity, etc. Illustrated.
1325. **Fones, Alfred C.** Seven years of mouth hygiene in the Bridgeport schools. Dental cosmos, 63: 1000-4, October 1921.
Work in the Bridgeport, Conn., public schools described.
1326. **Harris, Louis I.** Minimum health and sanitation standards in schools. An address delivered before the Teachers union of the city of New York. New York, The Teachers union of the city of New York, 1921. 16 p. 8°. (A survey of the schools by teachers, 1921, no. 1.)
Also in the Nation's health, 3: 477-79, 582-86, August, October 1921.
1327. **Hofer, Carolyn.** Increasing the efficiency of health instruction in the public schools. Elementary school journal, 22: 31-43, September 1921.
Says that the most objective method of measuring the result of health teaching is the regular weighing and measuring of the children. Studies the material and methods for effective health principles. Gives bibliography.
1328. **Howe, William A.** School health service in New York state. American journal of public health, 11: 873-87, October 1921.
Presents some interesting statistics of conditions in New York state.
1329. **Iowa. University. Extension division.** . . . The school lunch. Iowa City, The University [1921] [27] p. illus. 8°. (Extension division bulletin no. 70. O. E. Klingaman, M. A., editor.)
1330. **Spencer, R. R.** Mental health maintenance emphasized. Nation's health, 3: 540-42, October 1921.
Discusses the training of the emotions; emotion as motive power, etc. Says that mental hygiene considers fully the behavioristic significance of mental attitudes.
1331. **Veeder, Borden S.** The rôle of fatigue in the malnutrition of children. Journal of the American medical association, 77: 758-60, September 3, 1921.
1332. **Zingher, Abraham.** Diphtheria prevention work in the public schools of New York city. Journal of the American medical association, 77: 835-41, September 10, 1921.
Describes the results of Schick test and toxin-antitoxin immunization. The Schick test and the control test were applied to more than 52,000 school children in 44 public schools in the boroughs of Manhattan and the Bronx.

SEX HYGIENE.

1333. **Edson, Newell W.** Some facts regarding sex instruction in the high schools of the United States. School review, 29: 593-602, October 1921.
Says that among the various States there is no uniformity in the ratio of schools giving sex education to those not giving it. The West has progressed further in developing sex education than have other sections of the country.
1334. **Galloway, T. W.** The father and his boy; the place of sex in manhood making. New York, Association press, 1921. xl, 99p. 16°.

PHYSICAL TRAINING.

1335. Lowman, C. L. Present day problems in physical education. Mind and body, 28: 705-12, September-October, 1921.

The author claims that seventy-five to eighty-five per cent of all our school children have some physical defect.

1336. New York (State) University. General plan and syllabus for physical training in the elementary and secondary schools of the state of New York, as adopted by the board of regents of the University of the state of New York upon the report and recommendation of the military training commission of the state of New York. . . Albany, The University of the state of New York, 1921. 3v. plates. 8°. (Bulletin nos. 721-723)

Contents: Bk. 1.—Rural and ungraded schools. Bk. 2.—Elementary schools. Bk. 3.—Secondary schools.

1337. Taylor, Everett B. Physical development of midshipmen. Nation's health, 3: 527-32, September 1921.

Physical education at the U. S. Naval academy. Illustrated.

PLAY AND RECREATION.

1338. Patrick, G. T. W. The play of a nation. Scientific monthly, 18: 350-62, October 1921.

The physiological and psychological aspects of play described. Social effects of certain amusements. Says that the true approach to healthful and harmonizing recreations for the nations is through the public schools.

SOCIAL ASPECTS OF EDUCATION.

1339. Dyer, Helen J. The socialized recitation from the point of view of a grade teacher. Elementary school journal, 22: 49-54, September 1921.

The writer describes her work in the schools of Springdale, Pa. Says that the plan develops honor and dependability on the part of the pupils.

1340. Hendricks, Genevieve Poyneer, comp. Handbook of social resources of the United States. Washington, D. C., The American Red Cross, 1921. lxxi, 300 p. 8°.

1341. Moore, Harry H. Our complex civilization and the genius of its youth. School review, 29: 617-27, October 1921.

Says that the impasse confronting society to-day is to a great extent due to a lack of intelligence. Advocates courses in sociology and economics in high schools as a solvent to radicalism, etc.

1342. National association of visiting teachers. The visiting teacher in the United States; a survey by the National association of visiting teachers and Home and school visitors. New York city, The Public education association of the city of New York, 1921. 64 p. 12°.

CONTENTS.—Introduction.—Forward.—How visiting teacher work originated and developed.—The place of the visiting teacher in the school system.—How the visiting teacher goes about her work.—Why children are referred to the visiting teacher.—How the visiting teacher analyzes and solves her problems.—What qualifications are essential for visiting teacher work.—What are the fundamental characteristics and the prospects of the work.

1343. Pound, Arthur. The iron man. Atlantic monthly, 128: 433-41, October 1921.

Writer is a resident of Flint, Mich., a manufacturing center for automobiles. This article gives the results of his study of the reactions of automatic machinery upon social relationships as regards factory workers. He shows that in a town dominated by automatic machinery, the educational problem is to train youth for the right use of leisure.

1344. **Williams, Joseph T.** Education in recent sociology. *Education*, 42: 77-89, October 1921.

Part 5 of a series of articles. Discusses education as set forth in the "Principles of sociology," by Prof. Edward A. Ross.

CHILD WELFARE.

1345. **Ball, Florence V.** Children and industry; a study of the child at work in Cleveland, Ohio. [Cleveland, 1921] 54 p. incl. tables. 8°.

Reprinted by permission from the report issued by the Hospital and health survey, Cleveland, Ohio, 1921.

1346. **Ensign, Forest Chester.** Compulsory school attendance and child labor; a study of the historical development of regulations compelling attendance and limiting the labor of children in a selected group of states. Iowa City, Iowa. The Athens press [1921] ix, 263 p. 8°.

After a preliminary examination of English, colonial, and early national antecedents for compulsory education and child labor legislation in America, this study takes up the history of the subject in Massachusetts, Connecticut, New York, Pennsylvania, and Wisconsin, followed by a summary and conclusion. The writer says that the child labor and education standards in these five States must not be regarded as typical for the United States as a whole, but rather as models toward which the remainder of the country is approaching.

MORAL EDUCATION.

1347. **Cohen, Morris R.** Dante as a moral teacher. *New republic*, 28: 181-84. October 12, 1921.

1348. **Gould, Frederick J.** Moral education conference at Geneva. *Journal of education and school world* (London) 53: 637, 640, October 1, 1921.

Proceedings of a conference preliminary to an International moral education congress, to be held in Geneva in July or August 1922.

1349. **Otto, M. C.** The moral education of youth. *International journal of ethics*, 32: 52-67, October 1921.

Says that the important qualities of the moral personality may be developed in the regular course of school work, without formal instruction in ethics.

RELIGIOUS AND CHURCH EDUCATION.

1350. **Fergusson, E. M.** The basis of Protestant Christian unity in religious education. *Religious education*, 16: 254-61, October 1921.

Paper read before the annual meeting of the Unitarian Sunday school society, May 1921.

1351. **Forrest, W. M.** Bible classes for high school pupils with credit towards graduation. Charlottesville, Va., The University, 1921. 17 p. 8°. (University of Virginia record. Extension series. vol. vii, no. 2, October 1921)

Writer is professor of biblical literature, University of Virginia, and official biblical examiner for the Virginia State board of education.

1352. **Hartley, Gertrude.** The use of projects in religious education. Philadelphia, Boston [etc.] The Judson press [1921] 91 p. plates. 12°.

1353. **Lowe, Frank M.** Religious vocations; a text-book for the church "class in occupations" and handbook of information for pastors, parents, teachers, and other counsellors of Christian youth. Boston, Chicago. United society of Christian endeavor [1921] 230 p. 12°.

1354. **McCormick, Patrick J.** Principles of educational reform. *Catholic educational review*, 19: 495-504, October 1921.

Paper read at the 18th annual convention of the Catholic educational association, held at Cincinnati, Ohio, July 1921.

1355. Snowden, James H. The meaning of education. New York, Cincinnati, The Abingdon press [1921] 122 p. 16°.
1356. Vogt, Paul L. Church cooperation in community life. New York, Cincinnati, The Abingdon press [1921] 171 p. 12°.

MANUAL AND VOCATIONAL TRAINING.

1357. Eastern arts association. Proceedings, eleventh annual meeting, Boston, Mass., April 1, 2, and 3, 1920. 214 p. 8°. (M. W. Haynes, secretary, Bayonne, N. J.)

Contains: 1. R. O. Small: Vocational education, p. 15-23. 2. A. L. Barbour: Responsibility of the normal school in training teachers of drawing in relation to general education, p. 31-38. 3. Lucy H. Gillett: How can our work in foods be made more vital to the health of the child? p. 94-104. 4. O. D. Evans: Vocational guidance in the continuation school—"Helping the boy and girl to find themselves," p. 119-27. 5. Annie F. Slattery: The class in occupations as a correlative to work in the arts, p. 134-43. 6. C. D. Kingsley: The place of practical education in the modern high school, p. 143-52. 7. D. L. Hoopingarner: Social education and the labor problem, p. 168-74.

1358. Cooperation between industry and the school. National association of corporation training bulletin, 8: 447-67, October 1921.

The results of an inquiry made among the member-companies of the association for information about plans, systems, etc., used to provide the opportunity for students to form connections with business.

1359. Edgerton, A. H. Industrial-arts and prevocational education in our intermediate and junior-high schools. Industrial-arts magazine, 10: 365-71, October 1921.

The first of a series of four papers on industrial arts in junior high schools.

1360. House, Julius T. Two kinds of vocational education. American journal of sociology, 27: 222-25, September 1921.

Writer says there are two schools of thinkers who are interested in vocational education: "(a) Those who think in terms of the child and the job; (b) those who think in terms of the child and the social process." Analyses and comments on these two attitudes.

1361. Newman, C. T. An experiment with a course in general technology. School review, 29: 603-9, October 1921.

Presents a course in (general technology) metal-working in the University high school of the University of Chicago. The method of presentation is by problematic question-lesson sheets. The pupil is "brought face to face with problems in much the same manner that problems will confront him in later life, when there may be no one to show him how to proceed."

1362. Vaughn, S. J. Organization and administration of part-time schools. Industrial-arts magazine, 10: 379-83, October 1921.

The organization of part-time schools should be completed before the opening of the school, and definite means taken to get the proper information to the public in general and to the employers for whom the pupils are working.

1363. Vocational education association of the Middle West. Report of Committee on teaching social science in high schools and industrial classes. [Chicago, Ill.] Pub. by the Vocational education association of the Middle West, 1921. 30 p. 8°. (Monographs on vocational education. 1921 series, no. 1.)

Members of committee: Ruth Mary Weeks, chairman; John R. Commons, Frank M. Leavitt.

VOCATIONAL GUIDANCE.

1864. **Moreslock, Oliver J.** The intermediate school and vocational guidance. Educational review, 62: 187-96, October 1921.

Emphasizes the value of the junior high school in the scheme of education. The so-called "intermediate school" will assure the further democratization of the public school system to meet the needs of all the children of the community.

WORKERS' EDUCATION.

1865. **National conference on workers' education in the United States.** 1st. New York, 1921. Workers education in the United States; report of proceedings first National conference on workers' education in the United States. New York city, Workers' education bureau of America. 1921. 144 p. 8°. [Workers' education bureau series, no. 1.]

1866. **Allison, Brent D.** Labor education in Germany. Survey, 47: 55-57, October 8, 1921.

Describes among other things the establishment of the Academy of labor, which aims to become a labor university.

1867. **Budiah, J. M.** Methods of mass education. Survey, 46: 678-79, September 16, 1921.

Says that the shop meeting is perhaps the best available means of promoting mass education.

1868. **Haldane, Richard Burdon, Viscount.** Education of the adult worker. Forum, 66: 282-87, October 1921.

Work in Great Britain described. Discusses education as a palliative of industrial unrest.

1869. **May, F. Stacy.** Workers' education at Amherst. Survey, 46: 675-76. September 16, 1921.

Describes the classes for workers in Springfield and Holyoke, Mass., conducted by Amherst College, in cooperation with local central labor unions.

AGRICULTURE.

1870. **Hurley, M. E.** Agriculture for city schools. Elementary school journal, 22: 44-48, September 1921.

Describes in particular the work of the Allendale school in Oakland, California.

HOME ECONOMICS.

1871. **Morgan, Agnes F.** A survey of the teaching of home economics in the public secondary schools of California. School review, 29: 574-85. October 1921.

The purpose of the study was to determine (a) the types of teachers giving instruction in home economics in these schools; and (b) the types and number of courses offered under this name.

PROFESSIONAL EDUCATION.

LAW.

1872. **Association of American law schools.** Handbook . . . and proceedings of the summer meeting held at St. Louis, Missouri, August 23-24, 1920. and of the eighteenth annual meeting held at Chicago, Illinois, December 28-30, 1920. 232 p. 8°. (H. C. Jones, secretary, University of Illinois, Urbana, Ill.)

Contains: 1. E. A. Gilmore: Some criticisms of legal education, p. 140-56. 2. Report of the committee on the status of the law teacher, p. 166-77.

MEDICINE AND NURSING.

1373. **Gile, John M.** Medical education and the medical supply. Boston medical and surgical journal, 185: 387-90, September 29, 1921.

Reviews the history of medical education, and the demand for physicians in rural districts.

1374. **Macdonald, V. M.** Mental health of children. American journal of nursing, 22: 6-8, October 1921.

First paper of a series. A discussion of mental disorder and methods of prevention.

1375. **Olmstead, Katherine.** International training at Bedford college. Nation's health, 3: 494-95, September 1921.

Projected course of study in public health nursing at Bedford college for women, University of London.

1376. **Painter, Charles F.** The interest of the public in medical education. Boston medical and surgical journal, 185: 427-32, October 13, 1921.

Discusses some of the defects in present-day medical education.

1377. **Skilern, Ross H.** Postgraduate work in laryngology. Journal of the American medical association, 77: 1145-46, October 8, 1921.

1378. **Vincent, George E.** The passing of the country doctor. Forum, 66: 300-7, October 1921.

Describes the readjustments of medical education to changed conditions during the past 20 or 30 years. Says that the reluctance of young doctors to settle in rural communities is one of the most disquieting results of the raising of standards in medical training.

1379. **Watson, Grace.** Practical nursing—yesterday and to-day. American journal of nursing, 22: 25-31, October 1921.

By practical nursing of yesterday is meant the average standard of nursing work in hospitals of a period of 20 or more years. Discusses also the work of today.

DENTISTRY AND PHARMACY.

1380. **American conference of pharmaceutical faculties.** Proceedings of the twenty-first annual meeting, Washington, D. C., May 5-6, 1920. 200 p. 8°. (Theodore J. Bradley, secretary-treasurer, College of pharmacy, Boston, Mass.)

1381. **American institute of dental teachers.** Proceedings of the twenty-eighth annual meeting . . . held at Indianapolis, Indiana, January 24-26, 1921. Published by American institute of dental teachers. 157 p. 8°. (Abram Hoffman, secretary, 381 Linwood Avenue, Buffalo, N. Y.)

Contains: 1. A. D. Black: Progress in dental education, p. 14-25. 2. G. S. Millberry: Training dental teachers, p. 37-42. 3. G. B. Denton: Technical composition and scientific methodology for dental students, p. 69-77. 4. F. C. Waite: The dental school catalogue, its content and arrangement, p. 87-100.

1382. **National association of dental faculties.** Proceedings of . . . thirty-seventh annual meeting, held at Boston, Mass., August 20 and 21, 1920. 115 p. 8°. (DeL. L. Hill, secretary, Atlanta, Ga.)

CIVIC EDUCATION.

1383. **American school citizenship league. History committee.** An American citizenship course in United States history. General course for grades I-VIII, introducing a program of type studies. Published for the American school citizenship league. New York, Chicago [etc.] C. Scribner's sons [1921] vi, 167 p. 12°.

Members of committee: W. F. Gordy, chairman; P. P. Claxton, C. E. Chadsey, J. H. Van Sickle, Mr. and Mrs. J. W. Hall, Fannie Fern Andrews.

CONTENTS.—To the teacher.—Grades I, II, and III: Primitive life and the beginnings of things.—Grades IV and V: Biographies of representative men.—Grade VI: European beginnings of American history.—Grade VI: Exploration, colonization, independence, confederation, and the Constitution.—Grade VIII: The development of the United States under the Constitution.—Bibliography, Grades IV-VIII.

1384. **Armentrout, W. D.** A project in elementary-school citizenship. Elementary school journal, 22: 118-25, October 1921.

Discusses the attempt to organize student government in the elementary training school of the Colorado state teachers' college. Presents the constitution and by-laws of the junior council.

1385. **Barnes, Julius H.** Teaching current events as training for citizenship. American review of reviews, 64: 385-87, October 1921.

1386. **Smith, E. B.** Teaching civics as a science in the Joliet township high school. Pedagogical seminary, 28: 295-302, September 1921.

1387. **White, E. M.** Civics in continuation schools. Journal of education and School world (London) 53: 634-38, October 1, 1921.

Stresses curricula based on conditions in England and the British commonwealth. Gives a bibliography on the League of Nations.

AMERICANIZATION.

1388. **Breckinridge, Sophonisba P.** New homes for old. New York and London, Harper & brothers, 1921. xv, 356 p. plates. 12°. (Americanization studies. Allen T. Burns, director)

1389. **Massachusetts. Department of education. Division of university extension.** Thirty lessons in naturalization and citizenship; an outline for teachers of adult immigrants. Boston, Mass., 1921. 119 p. 8°. (Commonwealth of Massachusetts. Bulletin of the Department of education. vol. vi, no. 6, whole no. 39, November 1921)

EDUCATION OF WOMEN.

1390. **Adams, Elizabeth Kemper.** Women professional workers; a study made for the Women's educational and industrial union. New York, The Macmillan company, 1921. xiv, 467 p. 12°.

The author first analyzes and defines the nature of a profession, and discusses the general subject of women as professional workers. Next in order after the "learned professions"—medicine, law, the ministry—the various other groups of professional services open to women are described. These services are health other than medicine; food and living; community, civic and government; social; personnel or employment; industrial and labor; commercial—office and mercantile, and special; information (journalism, etc.); fine and applied arts; technical; library and museum; teaching and other educational services. The volume concludes with a selected and annotated reading list. The introduction is by Samuel P. Capen.

1391. **Charters, W. W.** The reorganization of women's education. *Educational review*, 62: 224-31, October 1921.

Criticises the alleged shortcomings of the public school curriculum, and then discusses the activities of the woman's college.

1392. **Hamilton, Edith.** Schools and daughters. *North American review*, 214: 518-26, October 1921.

Discusses the choice of a school or college for girls.

NEGRO EDUCATION.

1393. **Boyer, Philip Albert.** The adjustment of a school to individual and community needs. Philadelphia, Pa., 1920. 141 p. tables. 8°.

Thesis (Ph. D.)—University of Pennsylvania, 1920.

A study of the Stanton-Arthur school, which serves a negro section in Philadelphia.

1394. **Miller, Kelly.** Education of the negro in the North. *Educational review*, 62: 232-38, October 1921.

1395. **Snyder, Howard.** Paradise negro school. *Yale review*, 11: 158-60, October 1921.

Describes a negro rural school in Mississippi.

1396. **Taylor, R. B.** Tuskegee's mechanical department. *Southern workman*, 50: 457-68, October 1921.

Methods of teaching the trades, etc., at Tuskegee institute. Illustrated.

EDUCATION OF DEAF.

1397. **Bickler, Mary H.** How a deaf child was taught speech-reading and speech. *Volta review*, 23: 455-70, October 1921.
Concluded from September number.

1398. **Goodwin, Elizabeth.** An experiment in teaching language on individual lines. *Volta review*, 23: 435-45, October 1921.

An experiment in teaching deaf children, with general observations on language instruction.

1399. **Manning, Arthur C.** Religious education of the deaf. *American annals of the deaf*, 66: 354-61, September 1921.

EXCEPTIONAL CHILDREN.

1400. **National conference on the education of truant, backward, dependent and delinquent children and the American association of public officials of charity and correction.** Proceedings of the joint conference of the seventeenth national conference. . . . Held in Chicago, St. Charles, Geneva, Riverside, and Mooseheart, Illinois, June 21-25, 1920. (Secretaries, H. W. Moore, Florence, S. C., and W. G. Theurer, Philadelphia, Pa.)

Contains: 1. David Kinley: State universities and State welfare institutions, p. 5-9. 2. W. L. Kuser: The school's responsibility to the pupil, p. 13-20. 3. E. A. Doll: Intelligence and industrial tests in institutional administration, p. 35-42.

1401. **Clark, Willis W.** Success records of prisoners and delinquents. *Journal of delinquency*, 6: 443-52, July 1921.

Study based on reports of many of the larger correctional institutions on file in the library of the California bureau of juvenile research.

1402. **Gesell, Arnold.** Exceptional children and public school policy; including a mental survey of the New Haven elementary schools. New Haven, Yale university press, 1921. 66 p. diagrs., fold. map. 8°.

1403. **Springer, Ethel M.** Children deprived of parental care; a study of children taken under care by Delaware agencies and institutions. Washington, Government printing office, 1921. 96 p. incl. tables. 8". ([U. S.] Children's bureau. Dependent, defective and delinquent classes series no. 12. Bureau publication no. 81.)

EDUCATION EXTENSION.

1404. **Great Britain. Board of education.** Humanism in the continuation school. London, H. M. stationery office, 1921. 135 p. 12". (Educational pamphlets, no. 43)

Written by J. Dover Wilson, after a study of the working of evening continuation schools in England with special reference to the question of using the limited opportunities of those schools to widen the intellectual horizon of young people who cease full-time education at the age of 14.

1405. **Yeaxlee, Basil A.** The universities and the people. Contemporary review, 120: 516-24, October 1921.

The service of the British universities for the people, especially through educational settlements.

LIBRARIES AND READING.

1406. **Bowker, B. B.** Some children's librarians. Library journal, 46: 787-90, October 1, 1921.

This article dealing with pioneers in the Eastern field is to be continued in a second paper on other children's librarians, chiefly in the West. Illustrated by portraits.

1407. **Gulfoile, Elizabeth.** Using the public library in the teaching of reading. Elementary school journal, 22: 126-131, October 1921.

Work of the C class of the fourth grade at the Avondale school, Cincinnati, Ohio. Progress in selection, care, and use of books. Class gained in reading ability.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1408. Education in homeopathic medicine during the biennium 1918-1920; by W. A. Dewey. Washington, 1921. 7 p. (Bulletin, 1921, no. 18)

Advance sheets from the Biennial survey of education in the United States, 1918-1920.

1409. Education of the deaf; by Percival Hall. Washington, 1921. 16 p. (Bulletin 1921, no. 14)

Advance sheets from the Biennial survey of education in the United States, 1918-1920.

1410. Facilities for foreign students in American colleges and universities; by Samuel Paul Capen, former specialist in higher education, Bureau of education. Washington, 1921. 269 p. plates. (Bulletin, 1920, no. 39)

1411. Higher education 1918-1920; by George F. Zook, specialist in higher education, Bureau of education. Washington, 1921. 46 p. (Bulletin, 1921, no. 21)

Advance sheets from the Biennial survey of education in the United States, 1918-1920.

1412. Medical education 1918-1920; by N. P. Colwell. Washington, 1921. 15 p. (Bulletin, 1921, no. 15)

Advance sheets from the Biennial survey of education in the United States, 1918-1920.

1413. Part-time education of various types. A report of the Commission on the reorganization of secondary education, appointed by the National education association. Washington, 1921. 22 p. (Bulletin, 1921, no. 5)

This report presents various types of part-time education, including continuation classes, and indicates some of the administrative features desirable. One section is devoted to Educational and vocational guidance, with a discussion of the functions of a director of vocational guidance and of vocational counselors in the schools.

1414. Proceedings of the fifth and sixth annual meetings of the National council of primary education, Cleveland, Ohio, February 24, 1920, and Des Moines, Iowa, March 3, 1921. Washington, 1921. 44 p. (Bulletin, 1920, no. 47)

1415. Special features in the education of the blind during the biennium 1918-1920; by Edward E. Allen. Washington, 1921. 14 p. (Bulletin, 1921, no. 16)

Advance sheets from the Biennial survey of education in the United States, 1918-1920.

1416. Suggestions for a program for health teaching in the elementary schools; by J. Mace Andress and Mabel C. Bragg. Washington, 1921. 107 p. illus. (Health education series, no. 10)

1417. Suggestions for the reorganization of the schools in Currituck county, North Carolina; by Katherine M. Cook. Washington, 1921. 31 p. map, tables. (Bulletin, 1921, no. 24)

A study of conditions of the public school system of a rural county in North Carolina, with suggestions for its improvement.

1418. Survey of the schools of Wilmington, Delaware. Part II.—I. The elementary courses. II. Secondary education. III. Special departments and subjects. Washington, 1921. 191 p. (Bulletin, 1921, no. 2)

1419. The teaching of civics as an agency for community interest and citizenship; by John James Tigert, United States Commissioner of education. Washington, 1921. 10 p.

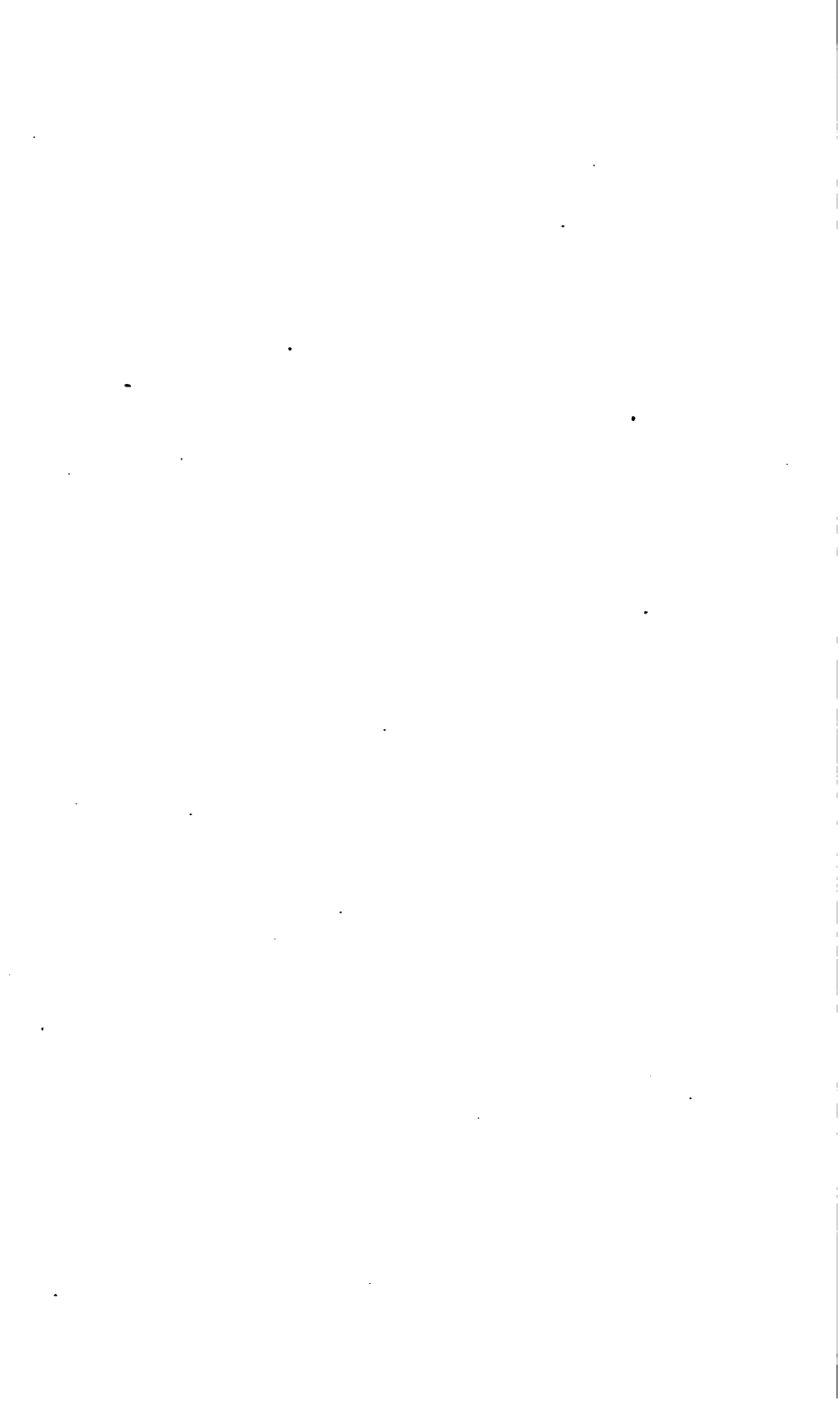
Makes suggestions for a more practical course of study in civics, and for the adoption of the project method in civics instruction.

1420. The visiting teacher; by Sophia C. Gleim. Washington, 1921. 23 p. (Bulletin, 1921, no. 10)

Visiting teacher and home and school bibliography: p. 18-23.

Summarizes the method of establishing closer relations between the home and school followed by various States and cities in providing for visiting teachers.





DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1921, No. 52

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CONTENTS.—Proceedings of associations—Educational history—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Psychological tests—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural life and culture—Rural education—Secondary education—Teacher training—Teachers' salaries and professional status—Higher education—Research—School administration—School management—School buildings and grounds—School hygiene and sanitation—Physical training—Play and recreation—Social aspects of education—Child welfare—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Agriculture—Home economics—Commercial education—Medical education—Engineering education—Civic education—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education; Recent publications.

NOTE.

The titles included in the classified and annotated list which follows are of books and articles selected by the compilers from the current educational literature of the final months of 1921, subsequent to the preparation of Bulletin, 1921, no. 49, *Monthly Record of Current Educational Publications*, October, 1921.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

PROCEEDINGS OF ASSOCIATIONS.

1421. **Illinois state teachers' association.** Journal of the sixty-seventh annual meeting . . . held at Springfield, Illinois, December 29-31, 1920. 240 p. 8°. (Robert C. Moore, secretary, Carlinville, Ill.)

Contains: 1. C. W. Washburne: Can public schools be fitted to the individual pupils, p. 129-34. 2. P. E. Belting: The development and interpretation of high school spirit as a factor in supervision, p. 138-44. 3. B. F. Shafer: Needed legislation from the viewpoint of the city high school, p. 155-59. 4. U. P. Hoffman: Teaching a country school, p. 164-69. 5. Myrtle L. Kaufmann: Primary room equipment, p. 175-78. 6. C. C. Walther: Relation of the school garden to the life of the child, p. 185-87. 7. A. Wald: Extra curricular activities, their place and supervision, p. 191-93.

1422. National education association. Addresses and proceedings of the fifty-ninth annual meeting held at Des Moines, Iowa, July 3-8, 1921. Pub. by the Association, Secretary's office, Washington, D. C., 1921. 823 p. 8°. (J. W. Crabtree, secretary, 1201 Sixteenth Street, N. W., Washington, D. C.)

Contains:—

General sessions.—1. B. B. Lindsey: The parenthood of the state, p. 42-54. 2. A. H. Chamberlain: How to secure results through professional organization, p. 55-65. 3. Aurelia H. Reinhardt: Education of the women of the United States, p. 65-74. 4. American program in education, p. 74-128. 5. Reports of committees, p. 128-82. 6. F. M. Hunter: Report of the president on the program and the development of the association, p. 184-208.

National council of education.—(Atlantic City meeting) 7. F. M. Hunter: The most important thing in American education, p. 274-81. 8. Harlan Updegraff: Participation of teachers in school management, p. 284-93. 9. E. J. Ortman: Teacher councils, p. 293-301. 10. Edward Jackson: Daylight in the schoolroom, p. 308-15. 11. Discussion, Thrift education, p. 315-31. (Des Moines meeting) 12. J. H. Phillips: The place of religious sanctions in character training, p. 347-50. 13. G. L. Towne: Can adequate financial support be secured for rural schools? p. 358-62. 14. Report of the committee on changes needed in the elementary school course, p. 364-68.

Department of business education.—15. C. O. Ruggles: Articulation of secondary and higher education in business, p. 369-73. 16. G. F. Knipprath: Qualifications for teaching commercial subjects in secondary schools, p. 373-75.

Department of child hygiene.—17. C. P. Knight: Health supervision of school children on a state-wide basis, p. 379-83. 18. H. O. Jones: A teacher's opportunity from a health officer's viewpoint, p. 386-91. 19. W. A. Evans: A plan for scoring the behavior difficulties of school children, p. 395-96.

Department of classroom teachers.—20. E. A. Fitzpatrick: The teacher's responsibility to the board of education, p. 400-2. 21. Ethel M. Gardner: The school building in its reaction on the teacher's work, p. 404-6.

Department of deans of women.—22. Lillian Welsh: Health instruction and health supervision, p. 410-13. 23. Susan M. Dorsey: Position and responsibility of trained women in education, p. 413-16.

Department of educational publications.—24. B. E. Dill: How to improve textbooks—Sensing the demand, p. 421-25.

Department of elementary education.—25. W. W. Charters: The limitations of the project, p. 428-30. 26. Florence C. Fox: Limits of the project, p. 437-39.

Department of higher education.—27. I. Loeb: Required course in citizenship for college students, p. 456-60.

Department of kindergarten education.—28. C. F. Franzen: Suggestions for deriving standards of measuring achievements of kindergarten-primary children, p. 467-69.

Library department.—29. Adeline B. Zachert: Joy reading in the elementary grades, p. 476-82. 30. W. H. Kerr: The normal-school library; an educational institution, p. 482-88. 31. Sherman Williams: Purpose of the school library, p. 488-92. 32. A. B. Noble: Stepping-stones to correct taste, p. 496-501.

Department of music education.—33. J. R. Kirk: Preparation of music supervisors—shall they have a balanced college education? p. 509-13.

Department of rural education.—(Atlantic City meeting) 34. W. S. Deffenbaugh: Improvement of the village school, p. 531-35. 35. Marion Dana: The Waitsfield experiment, p. 535-39. 36. Edith A. Lathrop: Continued emergency in rural teacher supply and how to meet it, p. 552-57. 37. J. H. Dillard: The negro in rural education and country life, p. 580-83. (Des Moines meeting) 38. Macy Campbell: A national program for consolidation, p. 609-16.

Department of school administration.—(Atlantic City meeting) 39. W. C. Bagley: Federal aid for public schools, p. 618-23. 40. Safety to life in school-house planning, p. 623-630. 41. Comprehensive school building, p. 630-40. (Des Moines meeting) 42. J. J. Donovan: Best current practices in school architecture, p. 642-48.

Department of school patrons.—43. Cecilia Razovski: Approved methods in Americanization, p. 655-61.

Department of superintendence.—44. W. C. Bagley: Aims of rural education, p. 694-99. 45. C. S. Meek: How shall the superintendent spend his time? p. 728-33. 46. H. B. Wilson: Best use of the superintendent's time,

1422. National education association—Continued.

p. 733-38. 47. Henry Snyder: Probable future of education in the United States.—Its policies and programs, p. 743-50. 48. Lotus D. Coffman: Reconstruction of American education, p. 750-58. 49. Susan M. Dorsey: Improving public school teaching, p. 768-73. 50. H. M. Towner: National aid for education, p. 786-95. 51. H. R. Bonner: Waste in education, p. 795-803.

1423. North central association of colleges and secondary schools. Proceedings of the 26th annual meeting, March 17, 18, and 19, 1921, Chicago, Ill. Part I. Pub. by the Association, 1921. 75 p. 8°. (H. M. Gage, secretary, Coe college, Cedar Rapids, Iowa)

Contains: 1. Proceedings of the commission on higher education with list of accredited institutions, p. 9-17. 2. Proceedings of the commission on secondary schools, with lists of accredited schools, p. 18-48. 3. C. O. Davis: The duties of high school principals, p. 49-69.

EDUCATIONAL HISTORY.**1424. Archer, R. L. Secondary education in the nineteenth century. Cambridge, University press. 1921. xiv, 363 p. 12°.**

A study of educational development in England and Wales during the period from 1789 to 1918.

1425. Boyd, William. The history of western education. London, A. & C. Black, limited, 1921. xi, 443 p. 8°.

This book begins with the educational ventures of the ancient Greeks, and continues the narrative to the beginnings of scientific pedagogy in the twentieth century. It is essentially a record of educational evolution, with constant introduction of the personal element by reference to the experiences and thoughts of great educators.

1426. Robinson, Rodney P. The Roman school teacher and his reward. Classical weekly, 15: 57-61, December 5, 1921.

Depicts the lot of the Roman school teacher as gleaned from the Latin authors.

1427. Weathersby, William Henington. A history of educational legislation in Mississippi from 1798 to 1860. Chicago, Ill., The University of Chicago, [1921] 204 p. 8°. (Supplementary educational monographs, published in conjunction with the School review and the Elementary school journal, vol. III. no. 4. July 1921. Whole no. 16)**CURRENT EDUCATIONAL CONDITIONS.****GENERAL AND UNITED STATES.****1428. Alexander, Carter. The Wisconsin state department of public instruction under Cary. School and society, 14: 529-44, December 10, 1921.**

An analysis of the achievements and the methods of procedure of the Wisconsin state department of public instruction in recent years.

1429. Allen, Riley H. Education and race problems in Hawaii. American review of reviews, 64: 613-24, December 1921.

Says that the problems are social and economic, religious and educational, cultural and political. Emphasizes the preponderance of Orientals in Hawaii. Illustrated.

1430. Blakely, Paul L. Is illiteracy increasing? America, 26: 190-91, December 10, 1921.**1431. Bunker, Frank F. Pan-Pacific education. Survey, 47: 214-15, November 5, 1921.**

Discusses the work of the conference on education at Honolulu, in August 1921.

1432. Bunker, Frank F. The Pan Pacific educational conference. *Mid-Pacific magazine* (Honolulu, T. H.) 22: 417-31, November, 1921. illus.
1433. Butler, Nicholas M. Education and individual liberty. *American education*, 25: 113-16, November 1921.
Address delivered at the Convocation of the University of the State of New York, October 1921.
1434. Cooper, Richard Watson. "Better attendance in Delaware schools," being a series of newspaper articles and statistical tables used during school attendance week to emphasize the need of better attendance in Delaware schools. [Wilmington] The Service citizens of Delaware [1921] 62 p. incl. tables. 8°. [Service citizens of Delaware. Bulletin] vol. III, no. 4.)
1435. Deffenbaugh, W. S. Some recommendations for the improvement of the school system of Sparta, Wisconsin. Sparta, Wis., Board of education, [1921] 23p. 12°.
1436. Eastwood, E. V. A national system of education. Kentucky high school quarterly, 8: 1-8, August 1921.
A thoroughly centralized national system of control, which system is democratic and distinctively American, is essential to the complete future development of public education.
1437. Harding, Warren G. A generation bowed at the altar of materialism. *School life*, 7: 49, 59-60, November 1921.
Also in *William and Mary literary magazine*, 29: 123-33, November 1921.
President Harding's address at the dedication of Dr. J. A. C. Chandler as president of William and Mary College, October 19, 1921, at Williamsburg, Va.
President Harding discusses the educational crisis which confronts the nation.
1438. Magill, H. S. Education and the federal government. *School and society*, 14: 259-63, October 8, 1921.
A résumé and discussion of the current plans for reorganizing the educational functions of the nation.
Also published in pamphlet form as Legislative commission series no. 2, and in *Journal of the National education association*, 10: 155-58, November 1921.
1439. Pan-Pacific union. First Pan-Pacific educational conference, Honolulu, August 11-24, 1921. Program and proceedings. [Honolulu. 1921] 247 p. front. 4°. (Dr. Frank F. Bunker, executive secretary, Honolulu, Hawaii)
Conference held under auspices of the Pan-Pacific union and called by the U. S. Bureau of education.
CONTENTS.—Officers and organization.—List of accredited delegates.—Report of standing committees and resolutions adopted.—Daily program of sessions and of entertainment.—Addresses and discussions.
1440. Sutton, W. S. Federal activity in the educational affairs of the states. *American school board journal*, 63: 33-35, December 1921.
Arguments against the Towner-Sterling bill.

FOREIGN COUNTRIES.

Latin America.

1441. Diez, Rodrigo. The recent International congress of students. *Bulletin of the Pan American union*, 53: 546-55, December 1921.
An account of the International congress of students which opened in the city of Mexico on September 21, 1921. The great majority of the delegates to the congress were from Latin American nations, but the United States and some European countries were also represented.

1442. **Inman, Samuel Guy.** Paraná, exponent of North American education. The story of the remarkable influence of Yankee school teachers in Argentina. Bulletin of the Pan American union, 53:463-74, November 1921. illus.

An account of the first normal school and the first kindergarten in Argentina, founded by American teachers in Paraná, capital of the province of Entre-Ríos.

Great Britain and Ireland.

1443. **Balfour, Sir Graham.** Educational administration, two lectures delivered before the University of Birmingham in February, 1921. Oxford, The Clarendon press, 1921. 62 p. 8°.

The first lecture shows the historical evolution of public educational administration in England, and discusses the central and local authorities. The second lecture deals with the personal element in local official administration.

1444. **Henry, R. M.** Irish schools of tomorrow. Survey, 47:305-6, November 26, 1921.

A summary of the history of education in Ireland, with speculations regarding the future.

1445. **Hewlett, William.** Miseducating the masses. Nineteenth century, 90: 971-85, December 1921.

A plea for more ideality in education, and home culture. Discusses the sources of vulgarity in modern art, literature, made, and the theatre, which tend to cheapen or deform impressions of life. Conditions in England considered. Continues an article by Mr. Hewlett in the January 1921 number of the Nineteenth century, entitled Parents first: an aspect of the education question.

1446. **Sampson, George.** English for the English; a chapter on national education. Cambridge, University press, 1921. vii. 112 p. 12°.

1447. **Voluntary schools.** Text of the new bill. Times (London) Educational supplement, 12: 516, November 19, 1921.

Full text of the Education bill recently introduced into the House of commons by Thomas Davies. Editorial comments on the measure are made on page 519 of the same issue of the Times supplement.

Germany and Russia.

1448. **Pasvolsky, Leo.** Education under communism: the results of soviet education. Educational review, 62:324-31, November 1921.

Says that Russian communism has not, during its three years' experiment, made any contribution to the world's store of knowledge in the domain of education.

1449. **Puckett, H. W.** Socialists in German education. Survey, 47: 369-71, December 3, 1921.

Post-war changes in educational system of Germany. Describes the Academy of labor, newly founded at Frankfurt; the creation of Hamburg university, etc.

EDUCATIONAL THEORY AND PRACTICE.

1450. **Adamson, J. E.** The individual and the environment; some aspects of the theory of education as adjustment. London, New York [etc.] Longmans, Green and co., 1921. x, 378 p. 8°.

This book supports the view that in the conception of the adjustment of individual and environment, there is a fundamental principle about which a rational theory of education can be developed.

1451. **Baillie, J. B.** Studies in human nature. London, G. Bell and sons, ltd., 1921. 296 p. 8°.

A philosophical criticism of some phases of human nature, a work which should have a particular effect on the higher aims of national education. Among the topics discussed are the realistic character of knowledge, the nature of memory-knowledge, the place of philosophy in human nature, and science and the humanities.

1452. **Bain, A. Watson, ed.** The modern teacher; essays on educational aims and methods. With an introduction by W. H. Hadow. London, Methuen & co., ltd. [1921] xv, 272 p. 8°.

Contains essays by prominent English educators on teaching the following subjects: English literature, English composition, modern languages, classics, mathematics, science, geography, history, citizenship, religion and morals.

1453. **Bode, Boyd H.** Fundamentals of education. New York, The Macmillan company, 1921. xi, 245 p. 12°. (The modern teachers' series, ed. by W. C. Bagley)

An interpretation of present-day educational problems from the standpoint of pragmatic philosophy, taking up aims or ideals of education and the nature of the mind or intelligence with which education has to deal.

1454. **Doyle, J. H.** The call of education. Volume one. Biological integrity. Hammond, Ind., The J. H. Doyle company [1921] 289 p. 12°.

1455. **Gould, Frederick J.** History, the teacher; education inspired by humanity's story. With a preface by F. W. Sanderson. London, Methuen & co., ltd. [1921] 132 p., 12°.

1456. **Hunter, George W.** An experiment in the use of three different methods of teaching in the class room. School science and mathematics. 21: 875-90, December 1921.

To be continued.

1457. **James, Benjamin B.** Formal discipline again. School and society, 14: 477-82, November 26, 1921.

The conclusion of the article is that nothing we can do or make the student do will increase his native endowment.

1458. **Kilpatrick, William H.** The wider study of method. Journal of educational method, 1: 8-13, October 1921.

1459. **McCormack, Thomas J.** The simplicist philosophy. School and home education, 41: 6-13, September 1921.

1460. **Smith, Charles T.** The school of life, a theatre of education. London, G. Richards, ltd., 1921. vii, 120 p. plates. 12°.

1461. **Willmann, Otto.** The science of education in its sociological and historical aspects. Authorized translation from the 4th German edition by Felix M. Kirsch. In two volumes. Vol. I. Beatty, Pa., Archabbey press, 1921. xvi. 351, 8 p. 8°.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1462. **Bruce, H. Addington.** Self-development; a handbook for the ambitious. New York and London, Funk & Wagnalls company, 1921. x, 332 p. 12°.

1463. **Cameron, Edward Herbert.** Psychology and the school. New York, The Century co., 1921. xiv. 339 p. illus., diagrs. 8°. (The Century education series.)

Appendix (mental tests): p. 319-35.

1464. **Hughes, W. Hardin.** A practical need for social-individual psychology in high school education. *Educational administration and supervision*, 7: 527-32, December 1921.
Presents important facts relative to mind and human behavior, also a list of references for social-individual psychology.
1465. **Kilpatrick, William H.** Mind-set and learning. *Journal of educational method*, 1: 95-102, November 1921.
To be continued.
A popular commentary and elaboration of some of the matter presented in E. L. Thorndike's *Educational psychology*. This account is preliminary to certain further discussions.
1466. **Watson, John B. and Watson, Rosalie R.** Studies in infant psychology. *Scientific monthly*, 13: 493-515, December 1921.
Prepared on the basis of the experimental work done in the psychological laboratory of Johns Hopkins university in 1919 and 1920.

PSYCHOLOGICAL TESTS.

1467. **Bird, Verne A.** General intelligence, machine-shop work, and educational guidance in the junior high school. *School review*, 29: 782-86, December, 1921.
A study to determine within a limited field of shop work the relative chances of success for the boy with a high I. Q. and the one of low-grade intelligence.
1468. **Brooks, Fowler D.** Rate of mental growth, ages nine to fifteen. *Journal of educational psychology*, 12: 502-10, December 1921.
Study based on experiments made at the training school of the Mankato, Minn., State teachers' college, in May 1918, 1919, and 1920. No significant sex differences in rate of mental development were found.
1469. **Burnham, William H.** Sex differences in mental ability. *Educational review*, 62: 273-84, November 1921.
Says that the various tests of ability to do different kinds of work give little satisfactory evidence that there are distinctly sex differences.
1470. **Clement, J. A.** Intelligence tests and the marks of scholarship men in college. *Educational administration and supervision*, 7: 510-16, December 1921.
Holds that psychological tests can be made criteria for choosing scholarship men together with the marks and recommendations made by high school teachers and officers.
1471. **Coxe, Warren W.** School variation in general intelligence. *Journal of educational research*, 4: 187-94, October 1921.
Presents data regarding the general intelligence of 24 sixth grades in 24 elementary schools in Cincinnati. The Otis group intelligence scale was used.
1472. **Guy, J. Freeman.** The intelligence of the high school pupil. *Pennsylvania school journal*, 70: 83-87, November 1921.
An address delivered before the high school section, Pennsylvania state educational association, December 27, 1920, by Mr. Guy, the director of research and measurement of the Pittsburgh public schools.
1473. **Herring, John P.** Verbal and abstract elements in intelligence examinations. *Journal of educational psychology*, 12: 511-17, December 1921.
A study of relations existing between human intelligence on the one hand and certain definite abilities on the other. Concludes that "abstract and verbal tests afford better means for the prediction of human intelligence and the control of human situations than do concrete and non-verbal tests."
1474. **Price, E. D.** The Enid plan of classification of pupils, according to mental ability. [Enid, Oklahoma] The Board of education [1921] cover-title, [12] p. 8°.

1475. **Richards, Esther L.** The elementary school and the individual child. Mental hygiene, 5: 707-23, October 1921.
Results of a study of 143 children in the dispensary of the Henry Phipps psychiatric clinic, Johns Hopkins hospital, Baltimore, Md.
1476. **Roback, A. A.** Subjective tests vs. objective tests. Journal of educational psychology, 12: 439-44, November 1921.
Contends that purely objective tests must necessarily be artificial, in no way representing a life situation; they afford no avenue to the study of individual differences.
1477. **Rugg, Harold.** Is the rating of human character practicable? Journal of educational psychology, 12: 425-38, 485-501, November, December 1921.
Gives a résumé of rating systems in vogue, especially the Army rating scale, which the first article analyzes. In regard to the reliability and practicability of rating human character, the writer argues that it is practically impossible to secure ratings on point scales which are reliable estimates of character.
1478. **Snoddy, George S. and Hyde, George E.** Mental survey of Utah schools and adaptation of the army Beta tests. Pub. by Department of psychology, University of Utah, in co-operation with Utah state board of insanity. [Salt Lake City, U. of U. press, 1921] 27, [1] p. incl. tables, diagrs. 8°. (Bulletin of the University of Utah. vol. 12, Sept., 1921, no. 6.)
1479. **Stenquist, John L.** The case for the low I. Q. Journal of educational research, 4: 241-54, November 1921.
Points out some of the fallacies in the present-day conception of intelligence tests. Cites cases of illustrious men who were denominated "school failures." Criticizes intelligence tests as narrow and academic in scope, being founded mainly on school success.
1480. **Thurstone, L. L.** A cycle-omnibus intelligence test for college students. Journal of educational research, 4: 265-78, November 1921.
The writer used scholarship grades instead of intelligence as a criterion for mental tests for college freshmen. He declares that for the purpose of group testing of intelligence, the scholarship grades are perhaps the best available objective criterion.
1481. **Tybjerg, Christian H.** Investigations undertaken by the Society for experimental pedagogy in Denmark. Journal of educational research, 4: 301-7, November 1921.
The society has conducted the following important investigations: Retention and reaction in relation to mentality; the ideals of children; spare-time reading of children; physical condition of children and the effect of the summer vacation, etc.
1482. **Yeung, Kwok T.** The intelligence of Chinese children in San Francisco and vicinity. Journal of applied psychology, 5: 267-74, September 1921.
In this investigation the Stanford revision of the Binet tests was used. A comparison was also made of the intelligence ratings of Chinese and American children of similar social status.

EDUCATIONAL TESTS AND MEASUREMENTS.

1483. **Brooks, Samuel S.** Measuring the progress of pupils by means of standardized tests. Journal of educational research, 4: 161-72, October 1921.
Study based on tests made in the schools of Winchester, N. H.
1484. **Camp, Harold Laverne.** Scales for measuring results of physics teaching. Iowa City, The University [1921] 51p. 8°. (University of Iowa studies in education, vol. II, no. 2.)
On cover: University of Iowa studies, 1st. ser. no. 54, October 1, 1921. Bibliography: p. 51.

1485. **Dolch, Edward W., jr.** The measurement of high-school English. *Journal of educational research*, 4: 279-86, November 1921.
Discusses the difficulties of such tests. Says that after the English problem is completely understood, then real plans can be made for measuring results; analysis of conditions must come first, and after that scientific measurements.
1486. **Franzen, Raymond, and Knight, F. B.** Criteria to employ in choice of tests. *Journal of educational psychology*, 12: 408-12, October 1921.
1487. **Grupe, Mary A., and Smith, Elsa M.** The use of educational measurements in the training department of the State normal school, Ellensburg, Washington. *Educational administration and supervision*, 7: 517-26, December 1921.
Says that the data show that a training department in which student-teachers do most of the teaching can become as efficient in the so-called fundamental subjects as any other school.
1488. **Hoover, J. H.** Motivated drill work in third-grade arithmetic and silent reading. *Journal of educational research*, 4: 200-11, October 1921.
Study based on the play instinct as evidenced in games and dramatization. Arithmetic and reading games utilized.
1489. **Jordan, Riverda H.** Variation of marking systems as diagnosed by objective tests. *Journal of educational research*, 4: 173-79, October 1921.
Study based on school marks taken from the teachers' classroom registers for ten schools in Minneapolis, involving records of 2,076 pupils.
1490. **Lewis, Ervin Eugene.** Scales for measuring special types of English composition. Yonkers-on-Hudson, N. Y., World book company, 1921. 144 p. tables. 12°. (School efficiency monographs)
1491. **Lindsay, E. E.** Comparative scoring and recording of educational tests. *Educational administration and supervision*, 7: 427-32, November 1921.
Suggests a method whereby the scoring of the different tests can be made comparable. Each of the tests now in vogue uses a system of scoring entirely separate and distinct from any other.
1492. **Lindsay, Mary D., and Gamsby, Ruth S.** Where test scores and teachers' marks disagree. *School review*, 29: 679-87, November 1921.
An analysis of a group test in the Palo Alto (Calif.) union high school. The Terman group test was given to all the students; at the same time an estimate of the work of each student in each subject was given by the teacher in charge.
1493. **Oakerson, W. M.** The place of standard tests and measurements in the efficiently managed school system. *Missouri school journal*, 38: 466-71, December 1921.
The paper deals with standard measurements as applied to school room work.
1494. **Pressey, Luella C.** A first report on two diagnostic tests in silent reading for grades II to IV. *Elementary school journal*, 22: 204-11, November 1921.
Says that the most important causes of lack of ready assimilative reading in the first four grades are: (1) Lack of vocabulary; and (2) persistence of oral-reading habits. The tests were made on the basis of this analysis.
1495. **Pressey, Sidney L., and Cayco, Florentino.** Three refinements of method in school surveys. *Educational administration and supervision*, 7: 483-88, November 1921.

1495. Pressey, Sydney L., and Gayco, Florentine—Continued.

Points out "the inadequacy, as a means for investigating the educational efficiency of a school or school system, of (a) statements of retardation, or other summaries of the age-grade distribution, (b) measurement of achievement without reference to evenness of development, or (c) measurement of ability without detailed statement of the correlation between ability and achievement in individual cases."

1496. Thorndike, Edward L. Measurement in education. Teachers college record, 22: 371-79, November 1921.

An address delivered at the opening exercises of Columbia university, September 28, 1921.

1497. Van Wagenen, M. J. The Minnesota English composition scales; their derivation and validity. Educational administration and supervision, 7: 481-99, December 1921.

Describes a plan for the construction of three sets of English composition scales, each set of specimens in the scales "to be independently evaluated for thought content, for sentence and paragraph structure, and for mechanical perfection." The scales were used in an investigation in the secondary schools of Minnesota, during the school year 1917-18, "to measure the amount of improvement that would result as a consequence of theme writing systematically carried out through a period of several weeks."

1498. Weeks, Angelina L. Terman vocabulary as a group test. Journal of educational psychology, 12: 532-36, December 1921.**1499. Wyman, J. Benson, and Wendle, Miriam. What is reading ability? Journal of educational psychology, 12: 518-31, December 1921.**

An effort to get at a method by which to determine whether the so-called reading tests do measure reading ability. Says that none of the English tests has as high reliability as the Terman group test.

SPECIAL METHODS OF INSTRUCTION.**VISUAL INSTRUCTION.****1500. Handschin, W. F. Visual instruction in agricultural education. Moving picture age, 4: 18-19, 32, December 1921.**

A paper read at the first annual meeting of the National academy of visual instruction, by Mr. Handschin, who is director of agricultural extension, University of Illinois.

1501. Turner, C. E. An evaluation of visual education. Visual education, 2: 4-9, November 1921.

Prepared for publication in the Tufts college graduate by the assistant professor of biology and public health, Massachusetts institute of technology.

OTHER METHODS.**1502. Moore, Clyde B. A demonstration school. Survey, 47: 211, 214, November 5, 1921.**

Purpose and activities of the University demonstration schools of the University of Pittsburgh, which endeavors "to assist boys and girls in the selection, promotion and realization of those activities yielding the largest life values."

1503. Parkhurst, Helen. The Dalton laboratory plan. Journal of education and School world (London) 53: 694-96, November 1921.

The Dalton plan demands that the instructors shall outline the work of the year (the curriculum of projects), so that "each pupil may know and understand the scope and nature of the work that he, as a member of a form, is expected to accomplish."

SPECIAL SUBJECTS OF CURRICULUM.

READING.

1504. **Courtis, S. A.** Analysis of reading ability. *Journal of educational research*, 4: 287-93, November 1921.
Describes the conclusions upon which the Detroit construction work in silent reading is at present based.
1505. **Hosic, James Fleming.** Empirical studies in school reading, with special reference to the evaluation of literary reading books. New York city, Teachers college, Columbia university, 1921. viii, 174 p. tables, diagrs. 8°. (Teachers college, Columbia university, Contributions to education, no. 114)
1506. **Parker, Samuel C.** How to teach beginning reading. *Elementary school journal*, 22: 175-88, 255-68, November, December 1921.
Third and fourth articles, concluding a series.
1507. **Smith, Franklin O.** A silent reading survey. *Inter-mountain educator*, 17: 51-55, October 1921.
The report of an investigation authorized by the Educational council of the Inland empire teachers' association.
1508. **Sorrenson, Fred S.** Thought presentation in oral reading. *Education*, 42: 219-26, December 1921.
Says that the initial step in satisfactory oral reading consists in efficient thought-gathering and presentation.

SPELLING.

1509. **Andersen, William Niclaus.** Determination of a spelling vocabulary based upon written correspondence. Iowa City, The University [1921] 66 p. 8°. (University of Iowa studies in education, vol. II, no. 1)
On cover: University of Iowa studies, 1st. ser. no. 52, July 1, 1921.
Bibliography: p. 63-66.
1510. **Newark. Board of education.** Spelling survey in the public schools of Newark, N. J. Newark, N. J., Board of education, 1920. 32 p. incl. tables, diagrs. 8°. (On cover: Monograph no. 7)

ENGLISH AND COMPOSITION.

1511. **Chicago. Board of education. Education division.** English in the elementary schools. . . September, 1921. Peter A. Mortenson, superintendent. 1 p. l., 147 p. 8°. (Bulletin no. 21)
1512. **Great Britain. Committee to inquire into the position of English in the educational system of England.** The teaching of English in England; being the report of the departmental committee appointed by the president of the Board of education to inquire into the position of English in the educational system of England. London, His Majesty's stationery office, 1921. xv, 394 p. 12°.
1513. **Hosic, James F.** An experiment in cooperation. II. Reading with a purpose. III. Reading as study. *Journal of educational method*, 1: 13-16, October: 102-7, November 1921.

1514. Scudder, Harold H. Practical English. Educational review, 62: 402-9, December 1921.
 Criticises the method of teaching English in the public schools. Says that the only means of making headway against faulty English is to thoroughly train the teaching force. Emphasizes the shortcomings of so-called "practical English" or "business English."
1515. Snyder, Alice D. The best and the worst students. English journal, 10: 505-10, November 1921.
 The English department of Vassar college is using a method known as the "Freshman English shift" which has been found satisfactory in meeting the special needs of the best and worst students.
1516. Standard usage in English. Standards of capitalization, punctuation, handwriting, spelling, and sentence structure, required of all classes in the University high school, by the Department of English, University high school, University of Chicago. Chicago, Ill.. The University of Chicago press [1921] 25 p. 8°.
1517. Woodruff, N. L. The teaching of English in the high school. Kentucky high school quarterly, 8: 16-27, August 1921.

ANCIENT CLASSICS.

1518. Godley, A. D. Greek in extremis. Nineteenth century, 90: 986-94. December 1921.
 Status of Greek in English universities and secondary schools described. A plea for the classics.
1519. Gray, Mason D. The function of Latin in the secondary curriculum. Classical journal, 17: 52-65, November 1921.
 A plea for the study of Latin based on its practical, cultural, and disciplinary values.
1520. Great Britain. Committee to inquire into the position of classics in the educational system of the United Kingdom. Report of the committee appointed by the prime minister to inquire into the position of classics in the educational system of the United Kingdom. London. His Majesty's stationery office, 1921. xxii, 308 p. 8°.
1521. Wiswall, C. Carlotta. An experiment in vocational Latin. Classical journal, 17: 87-93, November 1921.
 Teaching Latin to pupils in commercial courses. Effect of the study in increasing the vocabulary of pupils.

MODERN LANGUAGES.

1522. Bridge, G. F. French and German in higher education. Contemporary review, 120: 805-10, December 1921.
 Discusses the decline of humanistic studies in England. Says that the modern languages do not give the student a firm foundation on which to base the intellectual life. Recommends that two languages and literatures should be placed on a level one with the other, as Greek and Latin are in the classical schools, and that the course of reading should be designed to develop the whole mind of the student.
1523. Hoskins, J. Preston. The medium of instruction in college courses in the modern languages. Modern language journal, 6: 74-83, November 1921.
1524. Krumpelman, John T. Why study German? High school journal, 4: 147-49, November 1921.
 Reasons why German should be taught in schools and colleges.

1525. **Olmstead, E. W.** A justification of modern languages in our schools. *Modern language journal*, 6:1-11, October 1921.
Address given before the Modern language teachers of the Central West and South, May 1921.
1526. **Onís, Federico de.** Memoria del curso 1920-1921 presentada al consejo general ejecutivo. Madrid, Nueva York, 1921. 59 p. 12°. (Junta para ampliación de estudios. Institute de las Españas en los Estados unidos.)
1527. **Spiker, Claude C.** The foreign language teacher as a national asset in reconstruction. *Modern language journal*, 6:65-73, November 1921.
The value of the profession of foreign language teaching as a national asset.

MATHEMATICS.

1528. **National council of teachers of mathematics.** National committee on mathematical requirements. College entrance requirements in mathematics. Preliminary report. *Mathematics teacher*, 14:224-45, May 1921.
1529. **Breslich, E. B.** Testing as a means of improving the teaching of high-school mathematics. *Mathematics teacher*, 14:276-91, May 1921.
Does not refer to "the so-called standardized test, but to the ordinary class examination, or class test."
1530. **Davis, Alfred.** Teaching pupils how to study mathematics. *Mathematics teacher*, 14:311-20, October 1921.
Says among other things that the pupil must have enough information about the assigned work to convince him of its importance and to arouse his interest in it.
1531. **Marsh, John A.** The relative standing of mathematical and nonmathematical pupils. *Educational administration and supervision*, 7:458-66, November 1921.
Relative standing in second and third year high-school work of two groups of pupils in the English high school, Boston, Mass. Says that in their work of the second and third years the pupils who had studied mathematics in their first year manifested a distinct superiority over those who had not studied mathematics.
1532. **Minnick, J. H.** The aims of mathematical education. *Mathematics teacher*, 14:297-304, October 1921.
Says the school should give to each child such "a knowledge of mathematics as will serve as a basis for future preparation, if progress in his work should demand it."
1533. **Terry, Paul W.** The reading problem in arithmetic. *Journal of educational psychology*, 12:365-77, October 1921.
An investigation of the methods employed by children in the gradual acquirement of the power of reading numerals.

SCIENCE.

1534. **Franklin, William S.** What is the matter with physics teaching? *Science*, n. s. 54:475-79, November 18, 1921.
Also in *Engineering education*, 12:184-42, November 1921.
Contents that students dislike physics because they accomplish so little in the study of it in elementary college courses. The writer says the reason for this is because the simple, fundamental, mathematical ideas and methods which constitute elementary physics are not properly emphasized in the class room, and not presented with clearness and brevity in textbooks.

1535. **Johnson, E. H.** The present status of the history of science in American colleges and universities. *Science*, n. s. 54: 585-95, December 16, 1921.
Study based on a questionnaire sent to nearly 400 colleges and universities. Says that replies show the need of adequate textbooks on the history of science.
1536. **Loomis, Alice M., and Carr, Ida F.** A course in general science for vocational home economics schools. *General science quarterly*, 6: 284-92, November 1921.
1537. **Webb, Hanor A.** General science instruction in the grades. Pt. I. A quantitative analysis of general science texts. Pt. II. The reaction of children of the last three grammar grades to science. Nashville, Tenn., George Peabody college for teachers [1921] 105 p. 8". (George Peabody college for teachers. Contributions to education, no. 4)

GEOGRAPHY.

1538. **Chicago. Board of education. Education division.** Elementary social science, geography, history. September, 1921. Peter A. Mortenson, superintendent of schools. [Chicago, 1921] cover-title, 64 p. 8".
1539. **Peattie, Roderick.** Introductory geography for colleges. *Journal of geography*, 20: 318-20, November 1921.
An analysis of the elements of environment should be the basis of study.

HISTORY.

1540. **Pierce, Bessie L.** A survey of methods courses in history. *Historical outlook*, 12: 315-18, December 1921.
The results of a questionnaire sent out by the writer.

PHILOSOPHY AND SOCIOLOGY.

1541. **Bogardus, Emory S.** Problems in teaching sociology. *Journal of applied sociology* (Los Angeles) 6: 19-24, December 1921.
1542. **Brown, William Adams.** The future of philosophy as a university study. *Journal of philosophy*, 18: 673-82, December 8, 1921.

MUSIC.

1543. **Kirk, John B.** Preparation of music supervisors. Shall they have a balanced college education? *School music*, 22: 7-10, November 1921.
Given before the meeting of the National education association, July 1921.
1544. **Hadow, Henry.** The place of music in a liberal education. *School and society*, 14: 272-78, October 8, 1921.
Address at the Edinburgh meeting of the British association for the advancement of science.

ART.

1545. **Fliedner, Helen M.** Some of the things the Cleveland public schools are doing in art. Cleveland O., Division of publications, Board of education, 1921. 32 p. illus. 12". ([Cleveland. Board of education.] Monograph no. 11)

DRAMATICS.

1546. The drama a recognized college subject. *School life*, 7: 29-30, October 1921.
A review of what colleges and universities are doing to further and increase interest in theater arts.

1547. **Haynes, Ernest F.** The drama course in the University high school. School review, 29: 746-57, December 1921.

Discusses a course in drama organized as an elective English offering for juniors and seniors of the University high school, University of Chicago, in 1917. Presents an outline for study and report on play, with short bibliography of playmaking, stagecraft, and collection of plays.

1548. **Knapp, Margaret C.** The school play. English leaflet, 21: 1-12, December 1921.

1549. **Stratton, Clarence.** Producing in little theaters. New York, H. Holt and company, 1921. 258 p. front., plates. 12°.

"Educational dramatics": chapter XI, p. 197-224.

SAFETY.

1550. **Maris, Clarence.** Dangers and chemistry of fire. Prepared under the direction of Vernon M. Riegel, superintendent of public instruction. Columbus, Ohio, The F. J. Heer printing co., 1921. 2 v. 8°.

CONTENTS: [v. 1] For primary schools.—[v. 2] For grammar schools.

KINDERGARTEN AND PRIMARY SCHOOL.

1551. **Robinson, Isabel.** A project in community life in the kindergarten. Elementary school journal, 22: 194-203, November 1921.

An experiment tried in the kindergarten of the university elementary school, School of education of the University of Chicago. Projects were suggested by the children as an outcome of their building a toy city, such as schools, churches, banks, theatres, bakery, etc.

RURAL LIFE AND CULTURE.

1552. **Hoag, Emily F.** The national influence of a single farm community. A story of the flow into national life of migration from the farms. Washington, Government printing office, 1921. 55 p. plates, maps. 8°. (U. S. Department of agriculture. Bulletin no. 984, December 1, 1921.)

Shows the wide influence which people migrating from Belleville, Jefferson county, N. Y., have exerted on American life in general.

RURAL EDUCATION.

1553. **Rural life conference.** Proceedings of . . . called by his Excellency, Honorable Westmoreland Davis, in the Hall of the House of delegates, May 17-18, 1921. 105 p. 8°. (University of Virginia record. Extension series. vol. 6, no. 11, October 1921)

Contains: 1. Discussion. Equality of educational opportunity for the rural school child, p. 20-28.

1554. **Bagley, William C.** Aims of rural education. American school, 7: 200-1, 211, October 1921.

The rural school should endeavor to acquaint its pupils with occupations other than agricultural.

1555. **Baltimore county, Md. Board of school commissioners . . .** Course of study, Baltimore county, Maryland, public schools. Grades I to VIII. Prepared by Lida Lee Tall and Isobel Davidson, under the direction of Albert S. Cook, superintendent. Baltimore, Warwick & York, inc., 1921. 698 p. 8°.

At head of title: 1921 revision.

1556. **Carney, Mabel.** The status of rural education in the United States. A memorandum. *American child*, 3: 274-80, November 1921.
Statistical data on the subject.
1557. **Hayes, A. W.** The community value of the consolidated school. *Southern school work*, 10: 36-39, September 1921.
The author concludes that the consolidated school offers the best solution for the construction of a rural community.
1558. **Holloway, William J.** Why supervise rural schools? *Virginia journal of education*, 15: 97-100, 118, November 1921.
Reasons given why rural schools should be supervised.
1559. **Payne, Bruce R.** The rural school as a neglected yet fundamental and necessary American enterprise. *Texas school journal*, 39: 9-11, September 1921.
A severe arraignment of the country school's lack of greater public interest and help.
1560. **Shuler, Marjorie.** Truth about rural schools in New York state. *American review of reviews*, 64: 641-44, December 1921.
Discusses the results of a survey made by the New York state league of women voters, in cooperation with the State department of education.

SECONDARY EDUCATION.

1561. **National association of secondary school principals.** Fifth yearbook, 1921. Pub. by the Association; [Menasha, Wis., George Banta publishing company] 1921. xxxviii, 69 p. 8°. (H. V. Church, secretary-treasurer, J. Sterling Morton high school, Cicero, Ill.)
Contains: 1. E. D. Lyon: The submerged tenth, p. 1-7. 2. C. C. Tillinghast: The scope of moral education in secondary schools, p. 7-14. 3. J. E. Powell: Social problems in the high school, p. 15-24. 4. J. L. Tildsley: Some possibilities arising from the use of intelligence tests, p. 45-54. 5. F. H. J. Paul: The growth of character through participation in extra-curriculum activities, p. 54-60.
1562. **Counts, George S.** The selective principle in American secondary education. *School review*, 29: 657-67, November 1921.
Based on a study of the high-school populations of four cities: Bridgeport, Conn.; Mt. Vernon, N. Y.; St. Louis, Mo.; and Seattle, Wash. Gives classification of occupations of parents, character of the cities studied, etc. To be continued.
1563. **Davis, Jesse B.** A survey of the organization and administration of high schools in the state of Connecticut. Hartford, Conn., State board of education, 1921. 37 p. 12°. (On cover: State board of education. High school bulletin 1. Series 1921-1922.)
1564. **Fuller, J. B.** The junior high school in X, Michigan. *American schoolmaster*, 14: 327-38, November 1921.
Describes a high school located in a small rural community of Michigan, the town of X, which according to the census of 1920 has 1,838 inhabitants, and is the center of a prosperous agricultural district.
1565. **Jones, J. D. B.** Free secondary education. *School review*, 29: 758-60, December 1921.
Writer gives his experiences in South Africa. Comments on Dr. Judd's article in *School review* for February 1921, on "The American experiment of free higher education."

1566. **Koos, Leonard V.** The junior high school and the elementary school. Educational review, 62: 309-16, November 1921.
Says that the effect of a general introduction of the junior high school plan upon the elementary school is highly advantageous to the latter.
1567. **Newlon, Jesse H.** High school fraternities. Educational administration and supervision, 7: 372-79, October 1921.
The author believes that there is not one good thing to be said for the high school secret society.
1568. **Roemer, Joseph.** A study of Florida high schools. Issued by the Department of secondary education. [Gainesville, Fla., The University, 1921] 29 p. tables. 8°. (On cover: University record, vol. xvi, no. 4. Extra no. 1)
1569. **Slack, S. A.** The junior high school movement and its relation to modern education. Inter-mountain educator, 17: 56-62, October 1921.
A careful explanation and survey of the junior high school.
1570. **Smithey, W. R.** The organization of the junior high school. High school quarterly, 10: 43-50, October 1921.
1571. **Spain, Charles L.** The intermediate school in Detroit, by Charles L. Spain, Arthur B. Moehlman and H. L. Harrington. [Detroit, Board of education 1921] 39 p. incl. plans. 8°. (The Detroit educational bulletin. Research bulletin, no. 6. December, 1921)

TEACHER TRAINING.

1572. **Burgess, W. Randolph.** The rate of progress in teacher preparation. Journal of educational research, 4: 180-86, October 1921.
Discusses the improvement in the education of teachers in service in 10 states since 1910.
1573. **Good, Harry G.** The legal status of supervised teaching. Educational review, 62: 298-308, November 1921.
Says that the legal status of teacher-training will not be improved until the public is convinced of its value. Emphasizes the practical training of high school teachers.
1574. **Miller, H. L.** The problem of preparing high school teachers. Kansas teacher and Western school teacher, 13: 11-13, December 1921.
1575. **Scott, Z. E.** The great need of our schools—Better teaching. How to secure it. Journal of the New York state teachers' association, 8: 160-67, October 1921.
"To have better teaching, it is most essential that one accept the principle that teachers can continually improve while in service."
1576. **Waples, Douglas.** Teaching teachers to "motivate." Educational administration and supervision, 7: 439-46, November 1921.
Describes the aim, content, organization, and results of a semester course in "motivation" as conducted experimentally by the education department of an arts-and-science college under the title, "educational psychology."

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

1577. **Adams, John.** The new organization of teachers in England. Educational review, 62: 285-97, November 1921.
Organization and work of the Registration council, which was established by an order of the Privy council, February, 1912.

1578. **Bixby, Herbert D.** The ethics of the teaching service. [Cleveland] Division of publications, Cleveland board of education, 1921. 16 p. 12°. ([Cleveland. Board of education.] Monograph no. 27)]
1579. **Bonner, H. R.** Salaries of teachers in four-year high schools in 1918 and 1921. American school board journal, 63: 56-57, December 1921.
1580. **Brooks, Samuel S.** Measuring the efficiency of teachers by standardized tests. Journal of educational research, 4: 255-64, November 1921.
Recognizes five main factors in a teacher's efficiency: (1) Managing ability; (2) natural aptitude for the work; (3) method and technic of teaching; (4) industry and interest in work; (5) personality.
1581. **Brubacher, A. R.** The teaching personality quotient. American education, 25: 108-12, November 1921.
A personality study is proposed. The projective power of plus characteristics is what wins success and determines the size of the teaching personality quotient.
1582. **Eaves, Lucile, ed.** Old-age support of women teachers. Provisions for old age made by women teachers in the public schools of Massachusetts. A study by the department of research of the Women's educational and industrial union. Boston, Mass., 1921. 122 p. graphs, tables. 8°. (Studies in economic relations of women, vol. XI)
1583. **Hawes, E. B.** Problems of high school certification of public schools. Ohio teacher, 42: 53-55, October 1921.
A discussion of the eleven certificates issued for high school teaching, the author advocating three only, namely, the provisional, life and three year certificate issued by examination.
1584. **Hillyer, Thomas A.** The teacher and partisan activity. Educational administration and supervision, 7: 421-26, November 1921.
1585. **Hurt, Huber William.** Self-help in teaching; a study of the teacher-learner partnership. New York, The Macmillan company, 1921. 98 p. 16°.
1586. **Johnson, S. W.** The teacher's load. American school board journal, 63: 36-39, November; 43-44, 112, December 1921.
An attempt to find a median or fair estimate of the common practice for assignment of work to teachers.
1587. **Jones, Olive M.** The relation of the principal to the teacher and standards for judging the effectiveness of teaching. School and society, 14: 469-77, November 26, 1921.
Given at meeting of National association of elementary school principals, Des Moines, July 1921.
1588. **McConn, Max.** The genus professor. Nation, 113: 537-39, November 9, 1921.
An article along humorous lines in which the writer differentiates four principal types or species of the university professor: (1) *Professor antiquus*; (2) *professor germanicus*; and (3) *professor uptodaticus*.
1589. **Mendenhall, Edgar.** Development and use of a teacher-rating employment card. Techné, 4: 5-11, June 1921.
1590. **Rich, F. M.** Better selection of prospective teachers. American school board journal, 63: 33-34, October 1921; 39-40, November 1921.
1591. **Sears, J. B.** Teacher participation in public school administration. American school board journal, 63: 29-32, 113-14, October 1921.
Teachers should participate in the formulation of school policies, participation being in the form of "staff" service, but should not have power to make final decisions as to policy.

1592. **Wentzel, W. A.** A proposed plan for teacher rating. High school quarterly, 10: 28-35, October 1921.

Dissatisfaction with the ratings of teachers has been because the ratings have been "on subjective estimates of certain qualities, with no reference to the quality of the teacher's product."

HIGHER EDUCATION.

1593. **American association of university professors.** Bulletin, vol. 7, no. 6, October 1921. Cambridge, Mass., American association of university professors, 1921. 55 p. 8°. (H. W. Tyler, secretary, 222 Charles river road, Cambridge, Mass.)

Contains: 1. Preliminary report of committee H, on increased migration and interchange of graduate students, p. 16-20. 2. Preliminary report of committee W, on status of women in college and university faculties, p. 21-32. 3. Recent educational discussion, p. 33-51.

1594. **Association of American colleges.** Addresses at seventh annual meeting, held at New York city, January 6, 7, 8, 1921. Chicago, Ill., Association of American colleges, 1921. 118 p. 8°. (*Its* Bulletin, vol. 7, no. 3, April 1921.) (Robert L. Kelly, executive secretary, 111 Fifth avenue, New York city)

Contains: 1. E. E. Brown, C. A. Richmond, Mary E. Woolley, J. R. Angell: The college contribution to American education, p. 5-25. 2. David Mackenzie, Wilson Farrand: Types of junior colleges and their relation to senior colleges, p. 28-47. 3. Frank Nicolson, Frank Aydelotte: Report of the Association commission on faculty and student scholarship, p. 48-77. 4. R. C. Flickinger: Report of the commission of the council of church boards of education on academic freedom and tenure of office, p. 81-87. 5. G. F. Zook: Higher education and training for citizenship, p. 88-101. 6. F. W. Lewis: Reasons why students choose particular colleges, p. 106-18.

1595. **Abbott, Wilbur C.** The guild of students. Atlantic monthly, 128: 618-25, November 1921.

"In these two things—closer cooperation between the guild of scholars and the guild of students, and acceptance of the obligations of their system by the undergraduates and the alumni—seems to lie the only perceptible basis for the proper development of the future college and university. But there is a third—the recognition of this problem for what it is; an integral part, not only of the situation as it exists, but of the education of our youth in its entirety."

1596. **Aydelotte, Frank.** Better training for our best minds. School and society, 14: 387-92, November 5, 1921.

Inaugural address of the president of Swarthmore college, October 1921.

1597. **Bevan, Ralph H.** International universities: The tested remedy for war and the H. C. L. American Oxonian, 8: 125-32. October 1921.

1598. **Brumm, John Lewis, ed.** Educational problems in college and university. Addresses delivered at the educational conference held at the University of Michigan, October 14, 15, and 16, 1920, on the occasion of the inauguration of President Marion LeRoy Burton. Ann Arbor, The University of Michigan, 1921. 296 p. 8°.

1599. **Buck, Philo M., jr.** American universities and liberal culture. Educational review, 62: 410-21, December 1921.

Says that the universities are suffering from an excess of administrative machinery to the neglect of the teaching function.

1600. **Emerton, Ephraim.** Learning and living, academic essays. Cambridge, Harvard university press: London, H. Milford, 1921. vii, 325 p. 12°.

1601. **Farrand, Livingston.** Universities and the world crisis. School and society, 14: 379-87, November 5, 1921.

Inaugural address of President Farrand, of Cornell university, October 1921.

1602. **Gilbreth, Frank B., and Gilbreth, L. M.** The work of fatigue elimination in colleges. Nation's health, 3: 675-77, December 1921.

Describes work at Swarthmore college and the establishment of Fatigue elimination day as one of the special functions of the institution.

1603. **Koos, Leonard V., and Crawford, C. C.** College aims past and present. School and society, 14: 499-509, December 3, 1921.

1604. **Macmillan, Cyrus.** McGill and its story 1821-1921. London, John Lane; New York, John Lane company [etc.] 1921. 304 p. plates. 8°.

A history of McGill university near Montreal, Canada.

1605. **Rose, J. Holland.** Impressions of American universities. Contemporary review, 120: 644-51, November 1921.

The writer, who delivered a short course of lectures at American universities during April-August, 1921, says that the relations between cities and their universities in the United States are closer and more vital than in England.

1606. **Stewart, George W.** A problem in the education of college students of superior ability. School and society, 14: 439-47, November 19, 1921.

Answers the question, "How can the opportunities afforded by the college to students of superior ability be increased?"

1607. **Stimpson, George W.** The story of Valparaiso university, including an account of the recent period of turbulence. With an introduction by Jacob B. Farris. [Chicago] The author, 1921. 167 p. front., illus. 12°.

1608. **Tatlock, John S. P.** The intellectual interests of undergraduates. University of California chronicle, 23: 364-91, October 1921.

The writer does not share the violent pessimism of many persons who are writing about present college education.

1609. **Vold, Lauriz.** Legal separation of function in university organization. Quarterly journal of the University of North Dakota, 12: 63-87, October 1921.

The paper discusses how far the law has provided for separation of function in university organization as affecting the University of North Dakota with special reference to discipline.

1610. **Williams, Stanley T.** Why not teach freshmen? North American review, 214: 817-24, December 1921.

Emphasizes with humorous comments the joys of teaching freshmen.

RESEARCH.

1611. **Kellogg, Vernon.** The National research council. Educational review, 62: 365-73, December 1921.

Describes the establishment, organization, and functions of the council, which was founded in 1916 under the auspices of the National academy of sciences. In 1918 it was invited by an executive order of the President of the United States to reorganize and perpetuate itself as a peace-time organization "to stimulate research in mathematics, physical and biological sciences," etc.

SCHOOL ADMINISTRATION.

1612. **Alexander, Carter, and Thaisen, W. W.** Publicity campaigns for better school support. Yonkers-on-Hudson, N. Y., World book company, 1921. vii, 164 p. illus. 12°. (School efficiency monographs)
Selected bibliography: p. 151-58.
Presents the principles and procedures underlying the operation of successful school publicity campaigns in communities of every size. Also analyzes as definitely as possible the causes of failure of unsuccessful campaigns.
1613. **Bowman, E. L.** Graphic aids to school administration. American school board journal, 63: 29-31, December 1921.
This is the first of a series of articles.
1614. **Lindsay, E. E.** School support in Iowa. Educational administration and supervision, 7: 500-9, December 1921.
Partial findings of a study of school finance in Iowa bearing on taxation. Says that consolidated schools have a much lighter taxation burden than city schools.
1615. **Russell, William F.** The financial situation in Iowa schools. Elementary school journal, 22: 189-93, November 1921.
Says that compared with the data for last year, the percentage of local funds devoted to school purposes has increased, except in the case of the lower half of the larger cities.
1616. **Seligman, Edwin R. A.** Sources of increased revenues for education. Trained men (Scranton, Pa.) 1: 204-206, 209, December 1921.
An article by the McVickar professor of political economy, Columbia university.

SCHOOL MANAGEMENT.

1617. **Carter, Ralph E.** Teaching a study-habit. School review, 29: 695-706, 761-75, November, December 1921.
Discusses the direct method of teaching a study-habit. Summarizes the advantages of the direct and indirect methods of teaching a study-habit as contrasted with the incidental way which relies on chance rather than systematic training.
1618. **Freeman, Frank N.** Bases on which students can be classified. School review, 29: 735-45, December 1921.
Says that tests, school work, and teachers' judgments should be used conjointly in estimating a pupil's abilities, etc., supplemented with a study of the pupil's health and physical strength, as well as home conditions and general environment.
1619. **Garver, Francis Marion.** Misplacement of children in grades six, seven, eight in a large city school system. [Philadelphia, 1921] 57 p. incl. tables, diags. 8°.
1620. **Jackson, Nelson A.** Pupil government in secondary schools. Education, 42: 197-210, December 1921.
Study based on a questionnaire sent to teachers and school officials. Says the movement is spreading, but that the present generation will not accept the idea, except to experiment with it here and there.

SCHOOL BUILDINGS AND GROUNDS.

1621. **Munby, Alan E.** Improvements in secondary-school buildings. Journal of education and School world (London) 53: 703-6, 765-68, November, December 1921.

- 1622 **Strayer, George D.** Report of the survey of the public school system of Baltimore, Maryland. Vol. 1. Survey of the public school buildings and school building program for Baltimore, Maryland, by George Drayton Strayer, N. L. Engelhardt [and] Edward S. Evenden. [Baltimore] 1921. 373 p. illus., maps, tables. 8°.
- 1623 **Whitney, Frank P.** Housing Cleveland's school children. [Cleveland] Division of publications, Cleveland board of education, 1921. 28 p. illus. 8°.

SCHOOL HYGIENE AND SANITATION.

- 1624 **Blanton, Smiley.** Speech defects in school children. Mental hygiene, 5: 820-27, October 1921.
Says that speech correction offers one of the best methods of approach to mental hygiene in the schools.
- 1625 **Bureau of educational experiments, New York.** Health education and the nutrition class; a report of the Bureau of educational experiments. Descriptive and educational sections by Jean Lee Hunt. Studies of height and weight and mental measurements, by Buford J. Johnson. Report on physical examinations 1919-20, by Edith M. Lincoln. New York, E. P. Dutton & company [1921] xv, 281 p. plates, charts. 12°.
- 1626 **Dukes, Clement.** School hygiene fifty years ago. London, Adlard & son & West Newman, ltd., 1921. 8 p. 8°.
Reprinted from School hygiene, London, November 1921.
Describes school hygiene conditions in England fifty years ago as compared with today.
- 1627 **Hoefer, Carolyn.** Methods of health instruction in the second and third grades. Elementary school journal, 22: 212-22, November 1921.
Presents a program for teaching health principles; and gives three methods for measuring the result of teaching health habits.
- 1628 **Hutt, C. W.** Hygiene for health visitors, school nurses & social workers. London, Methuen & co., [1921] 382 p. illus. 12°.
- 1629 **Macdonald, V. May.** Mental health of children. American journal of nursing, 22: 90-92, 174-76, November, December 1921.
Second paper of series discusses healthy and unhealthy habits. Third paper discusses the stimulus from success, support from confidence, etc.
- 1630 **Mitchell, Harold H.** The need for special health protection of employed adolescents. American journal of public health, 11: 973-78, November 1921.
Discusses health protection for pupils in continuation schools; for adolescents in general; and compares the condition of working children with non-workers.
- 1631 **New York. State library, Albany.** Books on health as related to the school child. 2d ed. rev. Albany, University of the state of New York, 1921. cover-title, 37 p. 8°. (Bibliography bulletin 69)
University of the state of New York bulletin . . . 729 . . . March 1, 1921.
- 1632 **Payne, E. George, ed.** Education in health; by members of the faculty, Harris teachers college, St. Louis. Chicago, New York, Lyons and Carnahan [1921] 253 p. illus. 12°.

PHYSICAL TRAINING.

1633. **Dickey, C. W.** Physical education plants for public schools. *Nation's health*, 3: 629-30, November, 1921.

Discusses physical education in the planning of the new public schools of Oakland, Calif. Illustrated.

1634. **Thaler, William H.** The relation of physical education to a national health program. *Education*, 42: 176-89, November 1921.

PLAY AND RECREATION.

1635. **Shreves, Rolland M.** Educational uses of the play motive. *Education*, 42: 211-18, December 1921.

Says that play needs careful direction and control, but not interference. Emphasizes the value of play as an incentive to work, etc.

SOCIAL ASPECTS OF EDUCATION.

1636. **Carver, Thomas Nixon.** Principles of national economy. Boston, New York [etc.] Ginn and company [1921] 773 p. 8°.

Contains material on educated citizens as a national asset.

1637. **Ensign, Forest C., and others.** Parent and teacher. Iowa City, The University [1921] 79 p. 8°. (University of Iowa. Extension division bulletin no. 76.)

1638. **Marra, J. Wyatt.** A high school social center; history and description of the social and recreation work of the La Salle-Peru township high school. La Salle, Peru, Oglesby, Illinois. [La Salle, 1921] 46 p. illus., ports. 8°.

1639. **Parsons, R. B.** A study of current practice as to parent-teacher associations. *School review*, 29: 688-94, November 1921.

A study based on data obtained from 50 different schools and school systems in 21 states; undertaken largely from the high-school viewpoint. Such associations can be made most valuable, if they are regarded as responsible agents in the direction of definite school and community activities.

1640. **Reavis, W. C.** Organized publicity in support of schools. *Elementary school journal*, 22: 223-27, November 1921.

Gives program that was carried out in 1918-21 in the city of Alton, Illinois.

1641. **Robinson, James Harvey.** The mind in the making; the relation of intelligence to social reform. New York and London, Harper & brothers [1921] 235 p. 8°.

1642. **Tigert, John James.** The fundamentals of success. Open road, 3: 11-12, November 1921.

Preceded on page 10 by a biographical sketch of Dr. Tigert, with portrait.

According to this article, the first great fundamental of success is ability, which includes health and mental vigor. Other fundamentals of success are initiative, perseverance, integrity, and education. The value of each of these elements is analyzed by the writer.

1643. **Williams, J. T.** Education in recent sociology. *Education*, 42: 145-58, 231-42, November, December 1921.

Sixth paper of series discusses the place of education in the sociology of Prof. Hayes, as outlined in his "Introduction to the study of sociology" and "Sociology and ethics." The final article gives a résumé of the series.

CHILD WELFARE.

1644. **Bossard, James H. S., ed.** Child welfare. Philadelphia, American academy of political and social science, 1921. ix, 222 p. 8°. (Annals of the American academy of political and social science. vol. XCVIII, no. 187, November 1921)

Contains: The public school as a social agency—1. Arnold Gesell: Public school provision for exceptional children, p. 73-81. 2. Jane F. Culbert: The visiting teacher, p. 81-89. 3. Anna Beach Pratt: The relation of the teacher and the social worker, p. 90-96.

1645. **Hall, Mrs. Harriet T.** Physical welfare of crippled children in the public schools of Cleveland. American physical education review, 26: 362-67, November 1921.

Read before the Therapeutic section, American physical education association convention, July 1921.

1646. **Hyde, Robert R.** The boy in industry and leisure. London, G. Bell and sons, ltd., 1921. 281 p. 12°. [Social service library, ed. by C. R. Attlee. II]

"Bibliography": p. 272-81.

1647. **Servanté, F. A.** The psychology of the boy. 2d ed. London, Gay & Hancock, ltd., 1921. 86 p. 12°.

CONTENTS: The normal boy.—The bad boy.—The adolescent boy.

RELIGIOUS AND CHURCH EDUCATION.

1648. **Catholic educational association.** Report of the proceedings and addresses of the eighteenth annual meeting, Cincinnati, Ohio, June 27, 28, 29, 30, 1921. Columbus, Ohio, Catholic educational association, 1921. 664 p. 8°. (Catholic educational association bulletin. vol. xviii, no. 1. November, 1921)

Contains: 1. A. G. Schmidt: The philosophy of standardization. p. 68-81. Discussion, p. 83-88. 2. A. C. Fox: The trend of the colleges. p. 115-30. 3. K. C. Babcock: Variables in higher educational organization. p. 132-38. 4. G. F. Zook: The movement toward the standardization of colleges and universities, p. 139-48. 5. J. A. Dunney: Education for citizenship. p. 168-91. Discussion, p. 191-97. 6. J. J. Harbrecht: The forces and factors of control in parish school education, p. 221-36. 7. J. A. O'Brien: The pedagogical value of educational measurements, p. 245-65. 8. W. A. Kane: Cooperating with public officials, p. 286-89. Discussion by W. J. Lessard, p. 289-90. 9. George Johnson: A plan of teacher certification, p. 388-94. 10. Sister M. Catherine: The higher education of women under Catholic auspices, p. 429-40.

1649. **Athearn, Walter S.** The history, progress and present status of the survey of religious education by the American religious education survey department of the Interchurch world movement. [New York, 1920] 31 p. 8°.

1650. **Cather, Katherine Dunlap.** Story telling for teachers of beginners and primary children. New York, Printed for the Teacher training publishing association by the Caxton press [1921] 144 p. 16°.

A textbook in the standard course in teacher training, outlined and approved by the Sunday school council of evangelical denominations. Third year specialization series.

1651. **Hartshorne, Hugh.** Cooperative study of the religious life of children: a guide to parents, teachers, and investigators. Religious education. 16: 337-46, December 1921.

1652. **Peters, Charles C.** Notes on methods of isolating scientifically the objectives of religious education. *Pedagogical seminary*, 28:369-81, December 1921.

MANUAL AND VOCATIONAL TRAINING.

1653. **Western arts association.** Proceedings of the meetings held at Peoria, Ill., May 3-6, 1921. Twenty-seventh annual report, 1921. (Bulletin of the Western arts association, vol. 4, no. 4)
Contains: 1. C. A. Prosser: The mission of art education in the public schools. p. 32-39. 2. Hester A. Allyn: The content of a high school course in food, p. 46-50. 3. C. A. Bennett: Can the public schools prepare for occupations in the field of the fine arts? p. 66-71.
1654. **Bach, Richard F.** Industrial arts in the colleges. *Educational review*, 62: 317-23, November 1921.
Importance of emphasizing the history, philosophy, design, and economics of the industrial arts as related to a general education.
1655. **Chapman, J. Crosby.** Trade tests; the scientific measurement of trade proficiency. New York, H. Holt and company, 1921. ix, 435 p. illus. 12°.
1656. **Flinn, Alfred D.** The relation of the technical school to industrial research. *Science*, n. s. 54: 508-10, November 25, 1921.
1657. **Klenke, William W.** Art and education in wood-turning; a textbook and problem book for the use of students. Peoria, Ill., Manual arts press [1921] 110 p. illus. 8°.
1658. **Newark high school men's association.** Committee report on technical and vocational courses of study. [Newark, N. J.] 1921. 50 p. 8°.
1659. **Smith, K. G.** Establishing a state program of part-time education. *Manual training magazine*, 23: 107-10, October 1921.
The writer believes that the only way the smaller cities can make their instruction vocational is by supervised employment and instruction under shop conditions.
1660. **U. S. Federal board for vocational education.** Fifth annual report to Congress, 1921. Washington, Government printing office, 1921. 462 p. fold. charts, tables. 8°.
CONTENTS.—Section I. General survey of the work of the Board.—Section II. States relations services: (a) Cooperation with the states in the promotion of vocational education. (b) Vocational rehabilitation of persons disabled in industry or otherwise.—Section III. Vocational rehabilitation of disabled soldiers, sailors, and marines.

VOCATIONAL GUIDANCE.

1661. **Bureau of vocational information, New York.** Statistical work; a study of opportunities for women. . . New York city, The Bureau of vocational information [1921] 154p. incl. tables. 8°.
1662. **Cohen, I. David.** Vocational guidance in the continuation school. *Educational foundations*, 33: 3-4, 17-20, November 1; 5-7, 19-20, December 15, 1921.
1663. **Shidle, Norman G.** Finding your job, sound and practical business methods. New York, The Ronald press company, 1921. xii, 183p. 12°.

1664. **Tanner, William B.** Occupational survey. Los Angeles, Cal., Los Angeles city school district, June 1921. 180p. 8°.

Report to the Los Angeles Board of education by the temporary occupational coordinator appointed to survey the conditions of work and wages in and about Los Angeles. The book includes bibliographies.

1665. **Wallenstein, Edna.** An attempt at vocational testing. Educational review, 82: 392-401, December 1921.

Describes an experiment conducted by the Board of education of New York city, the purpose of which is to give vocational tests to determine the vocational aptitudes of young people about to enter upon a high school or technical school course or about to enter the commercial and industrial fields in the capacity of workers.

1666. **Watts, Frank.** The construction of tests for the discovery of vocational fitness. Journal of applied psychology, 5: 240-52, September 1921.

Says that the successful construction of tests for the discovery of vocational fitness must largely depend upon an accurate psychological analysis of the various occupations followed by men and women.

WORKERS' EDUCATION.

1667. **Hewes, Amy.** New wine in old bottles. Survey, 47: 372-73, December 3, 1921.

Discusses the summer school for women workers in industry, established by Bryn Mawr college in July 1921.

1668. **Shafer, Robert.** Working people's education. North American review, 214: 786-94, December 1921.

Activities of the Bryn Mawr college summer school for women workers in industry. The control of the school was vested in a joint administrative committee composed of representatives of industrial workers, of the college, and of the alumnae.

1669. **Sweeney, Charles Patrick.** Adult working-class education in Great Britain and the United States; a study of recent developments. Washington, Government printing office, 1920. 101 p. 8°. (U. S. Department of labor. Bureau of labor statistics. Bulletin no. 271, miscellaneous series)

AGRICULTURE.

1670. **Allen, Frederick J.** Studies of occupations in agriculture, forestry, and animal industry. Prepared under the auspices of the Bureau of vocational guidance, Graduate school of education, Harvard university. Cambridge, Harvard university, 1921. x, 39 p. 8°.

1671. **Dadisman, Samuel H.** Methods of teaching vocational agriculture in secondary schools. Boston, R. G. Badger [1921] 142 p. front. plates. 12°.

1672. **Stevens, Neil E.** America's first agricultural school. Scientific monthly, 13: 531-40, December 1921.

Historical sketch of the Gardiner lyceum. Maine, founded by Robert H. Gardiner, in the year 1822.

HOME ECONOMICS.

1673. **U. S. Federal board for vocational education.** The home project, its use in home-making education. October, 1921. Issued by the Federal board for vocational education, Washington, D. C. Washington, Government printing office, 1921. 76 p. 8°. (Bulletin no. 71. Home economics series no. 6)

"Prepared by Miss Genevieve Fisher:" p. 4.

COMMERCIAL EDUCATION.

1674. **Barton, J. W.** Smaller vs. larger units in learning to typewrite. *Journal of educational psychology*, 12: 465-74, November 1921.
1675. **Hanson, Charles C.** A business man's criticism of our public school system. *Oklahoma school herald*, 29: 1-4, December 1921.
Most of those who go into business for themselves fail to make good. The author believes that the fault lies with the school system not fitting the pupil for the vocation of business.
1676. **Reigner, Charles G.** Beginnings of the commercial school. *Education*, 42: 133-44, November 1921.
Historical sketch of commercial schools in the United States.
1677. **Tilden, C. V., ed.** Proceedings of a conference on highway traffic regulation held at Yale university under the auspices of the Highway and highway transport education committee, May 23, 1921. Washington, D. C., Pub. by the committee, 1921. 46 p. graphs. 8°.
Contains: Harriet E. Beard: Some results of safety education in grade schools, p. 23-27.

MEDICAL EDUCATION.

1678. **Clarke, Ethel P.** Schools of nursing as educational institutions. *Trained nurse and hospital review*, 67: 417-22, November 1921.
1679. **Holmes, S. J.** Education in relation to public health and medical practice. *Science*, n. s. 54: 503-8, November 25, 1921.
Urges a wider campaign of health education in the public schools.
1680. **Wilson, Robert, Jr.** The educational preparation for medicine. Birmingham, Ala., 1921. 20 p. 12°.
Reprinted from the *Southern medical journal*, 14: 640-45, August 1921.
A paper read in the conference on medical education, Southern medical association, Louisville, Ky., November, 1920.

ENGINEERING EDUCATION.

1681. **Rayner, W. H.** The relative importance of topics in surveying instruction. *Engineering education*, 12: 57-85, October 1921.
A study to determine the relative value of topics which compose the subject-matter of elementary courses in surveying.

CIVIC EDUCATION.

1682. **McAndrew, William.** The belated revolution in the public schools. *World's work*, 43: 106-12, November 1921.
Progress in Americanism through the medium of the public schools; study of civics, etc.
1683. **McPheters, George A.** Citizenship dramatized; a bit of brightening for the study of civil government, by George A. McPheters, and Grace J. A. Cleveland assisted by Stella W. Jones. New York, H. Holt and company [1921] vi, 188 p. 12°.

EDUCATION OF WOMEN.

1684. **Southern association of college women.** Proceedings of the sixteenth biennial meeting. Washington, D. C., March 29-April 2, 1921. 64 p. 8°. (Mrs. Charles Spencer, secretary, Edgewood, Birmingham, Ala.)

1685. **Jennings, Elma F.** The work of dean of girls. Ohio educational monthly, 70: 238-43, October 1921.

An exposition of the duties of a dean of girls, with the main thought being that a dean should be a power and not a figurehead.

1686. **Whitney, Marian P.** The higher education of women in Italy. Educational review, 62: 374-81, December 1921.

Says that American women will have no difficulty in being received into any university courses in Italy, but that at present it is almost impossible to find adequately prepared Italian women who are ready to come to the United States to work in our colleges or universities either on scholarships or as teaching fellows.

NEGRO EDUCATION.

1687. **Dyson, Walter.** The founding of Howard university. Washington, D. C. Howard university press, 1921. 24 p. fold. plan. 8°. (Howard university. Studies in history. no. 1. June 1921.)

1688. **Lyford, Carrie A.** Home economics for Negro girls. Southern workman, 50: 513-18, November 1921.

Discusses the purpose of home-economics training; the planning for courses; preparation of teachers, etc.

EDUCATION OF DEAF.

1689. **American association for the hard of hearing.** Proceedings of the second annual meeting, Boston, June 8-10, 1920. Volta review, 23: 471-91, November 1921.

Gives brief extracts of the papers read, reports of committees, etc.

1690. **White, H. T.** Some things that are needed in teaching the deaf children of Illinois. American annals of the deaf, 66: 440-52, November 1921.

EXCEPTIONAL CHILDREN.

1691. **Goddard, Henry H.** Juvenile delinquency. New York, Dodd, Mead & company, 1921. vi, 120 p. 12°.

1692. **Horn, John L.** Caring for highly endowed pupils. School review, 29: 776-81, December 1921.

A study based on an experiment being tried in the school department of Oakland, Calif., by means of connectors and special adjustments of the curricula to the needs of school children. Says that more than 95 per cent of the pupils go on to high schools after the completion of the eighth grade under the stimulus of these efforts.

1693. **Wallin, J. E. W.** Suggested rules for special classes. Educational administration and supervision, 7: 447-57, November 1921.

These rules were prepared by the writer for the State superintendent of schools of Missouri, and adopted by him in their entirety.

EDUCATION EXTENSION.

1694. **Gorell, Ronald Gorell Barnes, 3d baron.** Education and the army: an essay in reconstruction. London [etc.] H. Milford, Oxford University press, 1921. 291 [1] p. 8°.

Deals with the origin, development, and purpose of the adult education movement in the British army, which was organized and directed by the author of this book.

1695. **Harap, Henry.** A summer school program for city children. Educational administration and supervision, 7: 467-79, November 1921.

Work undertaken for the Hudson guild summer play school, New York City.

1696. Yeaxlee, Basil A. Working out the Fisher act, the human aspect of the continuation schools. London, New York [etc.] H. Milford, Oxford university press, 1921. 96 p. 12°.
At head of title: The world of to-day.

LIBRARIES AND READING.

1697. American library association. Papers and proceedings of the 43d annual meeting. . . held at Swampscott, Mass., June 20-25, 1921. Chicago, Ill., American library association, 1921. [93]-260 p. 4°. (*Its Bulletin*, vol. 15, no. 4, July 1921)
Contains: 1. Alice S. Tyler: President's address—Some aspects of library progress, p. 98-100. 2. H. M. Townner: Libraries and the nation, p. 106-8. 3. C. F. D. Belden: The public libraries and the special libraries, p. 108-11. 4. C. W. Eliot: Adult education—a letter, p. 116-17.
1698. Brown, Gilbert L. The case against myths, folk-lore, and fairy stories as basal reading for children. *Education*, 42: 159-65, November 1921.
Questions the advisability of teaching myths, folk-lore, and fairy stories to children as a beginning in literature.
1699. Smith, Elva S. Some present-day problems of book selections. *Public libraries*, 26: 585-92, December 1921.
Considerations on the selection of books for young people, presented in the Children's librarians' section of the American library association, at Swampscott, Mass., June 1921.
1700. Tandy, Jennette R. College teaching of elementary bibliography. *Educational review*, 62: 382-91, December 1921.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1701. Business training and commercial education; by Glen Levin Swiggett. Washington, 1921. 17 p. (*Bulletin*, 1921, no. 43.)
Advance sheets from the Biennial survey of education in the United States, 1918-1920.
1702. Developments in nursing education since 1918; by Isabel M. Stewart. Washington, 1921. 20 p. (*Bulletin*, 1921, no. 20)
Advance sheets from the Biennial survey of education in the United States, 1918-1920.
1703. Educational reconstruction in Belgium; by Walter A. Montgomery, Washington, 1921. 12 p. (*Bulletin*, 1921, no. 39)
Advance sheets from the Biennial survey of education in the United States, 1918-1920.
1704. Educational survey of Elizabeth City, North Carolina. Summary of conclusions and recommendations. Washington, 1921. 43 p. (*Bulletin*, 1921, no. 26)
A digest of the report of a survey of the public schools of Elizabeth City, N. C., made at the request of the Board of school trustees, under the direction of the United States Commissioner of education.
1705. The housing and equipment of kindergartens. Washington, 1921. 27 p. plates. (*Bulletin*, 1921, no. 13)
This bulletin was prepared with the co-operation of a committee of the International kindergarten union, Miss Grace L. Brown being chairman, and with the help of Miss Grace M. Janney.
1706. Monthly record of current educational publications. Index, February, 1920-January, 1921. Washington, 1921. 27 p. (*Bulletin*, 1921, no. 31)
An index to the 10 numbers of the record, February, 1920-January, 1921, equipping the series for use as an annual bibliography of education for 1920.

1707. Opportunities for study at American graduate schools; by George F. Zook and Samuel P. Capen. Washington, 1921. 49 p. (Bulletin, 1921, no. 6.)
For the use of prospective foreign students and others desiring information regarding graduate study in America.
1708. Pharmaceutical education; by Wortley F. Rudd, in collaboration with P. F. Fackenthall. Washington, 1921. 15 p. (Bulletin, 1921, no. 11)
Advance sheets from the Biennial survey of education in the United States, 1918-1920.
1709. Present status of music instruction in colleges and high schools, 1919-20. Washington, 1921. 54 p. (Bulletin, 1921, no. 9.)
Report of a study made under the direction of the United States Bureau of education by a joint committee of the National education association, Music teachers' national association, and Music supervisors' national conference. Osbourne McConathy, chairman; Karl W. Gehrkins, Edward B. Birge.
1710. State laws and regulations governing teachers' certificates; by Katherine M. Cook. Washington, 1921. 244 p. (Bulletin, 1921, no. 22)
Contains a tabular digest of the provisions of State laws and regulations concerning teachers' certificates, with an introduction and bibliography.



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1922, No. 49

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RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

INDEX

FEBRUARY-DECEMBER, 1921



WASHINGTON
GOVERNMENT PRINTING OFFICE
1923

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RECORD OF CURRENT EDUCATIONAL PUBLICATIONS: INDEX, FEBRUARY-DECEMBER, 1921.

INTRODUCTORY NOTE.

The present bulletin constitutes a complete author and subject index to the 1,710 entries contained in the 6 numbers of the Record of Current Educational Publications issued from February to December, 1921, inclusive. The following issues of the record appeared during this period in the bulletin series: 1921, no. 3, February, 1921; 1921, no. 4, March-April, 1921; 1921, no. 23, May-June, 1921; 1921, no. 29, September, 1921; 1921, no. 49, October, 1921; 1921, no. 52, comprising publications received by the Bureau of Education to December 22, 1921. The references in the index are to the item numbers which run consecutively through the 6 issues of the record for the year.

This bulletin is designed to serve institutions and persons desiring to preserve a permanent bibliography of educational literature for 1921, which may be formed by binding the 6 numbers of the record for the year with the index here presented.

[The numbers refer to item, not to page. Names of persons about whom articles or books are written and references to subjects, are printed in small capitals.]

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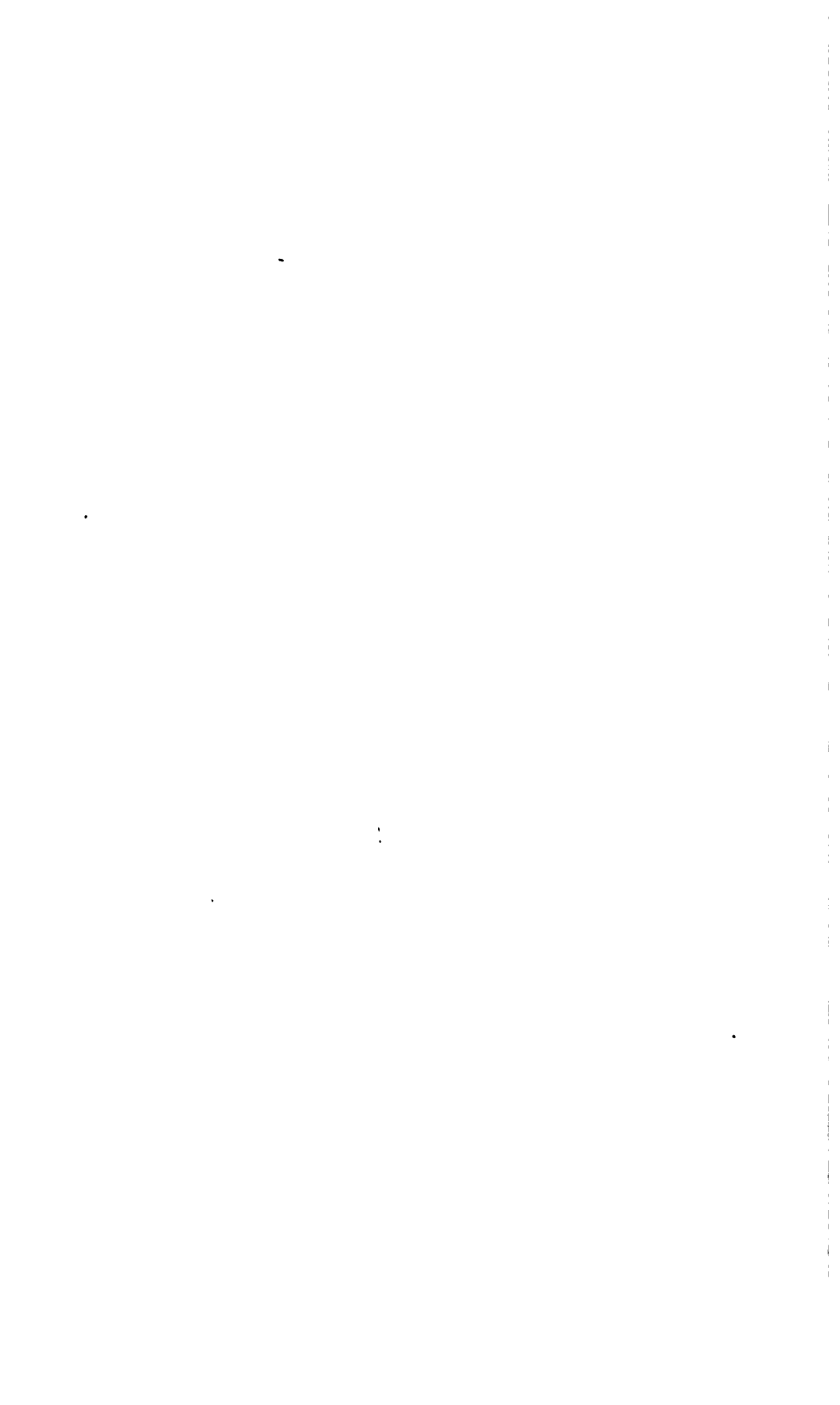
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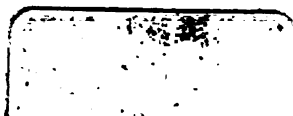
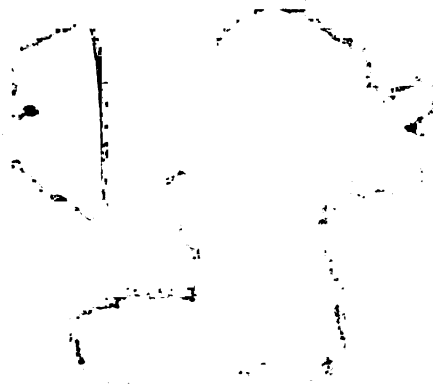
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